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ABSTRACT

The proceedings of the division meetings on health, physical education, and recreation are presented here. Topics include bioethics, cardiopulmonary resuscitation, sexuality, dance, athletics, movement education, outdoor education, and physical fitness. The proceedings of the business meeting are presented as well. (DS)

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PROCEEDINGS

of the
1978 CONVENTION
of the
SOUTHERN DISTRICT
AMERICAN ALLIANCE
for
HEALTH, PHYSICAL EDUCATION,
and RECREATION

U.S. DEPARTMENT OF HEALTH,
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Appreciation for the collection of the materials included in the Proceedings is expressed to the recorder for each session, whose name appears with information pertaining to his/her session, and to the persons listed below, some of whom are members of the 1978 Proceedings Committee.

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Appreciation is also expressed to the speakers who provided typed copies of their presentations.

Jayne A. Meyer, Chairperson
Proceedings Committee

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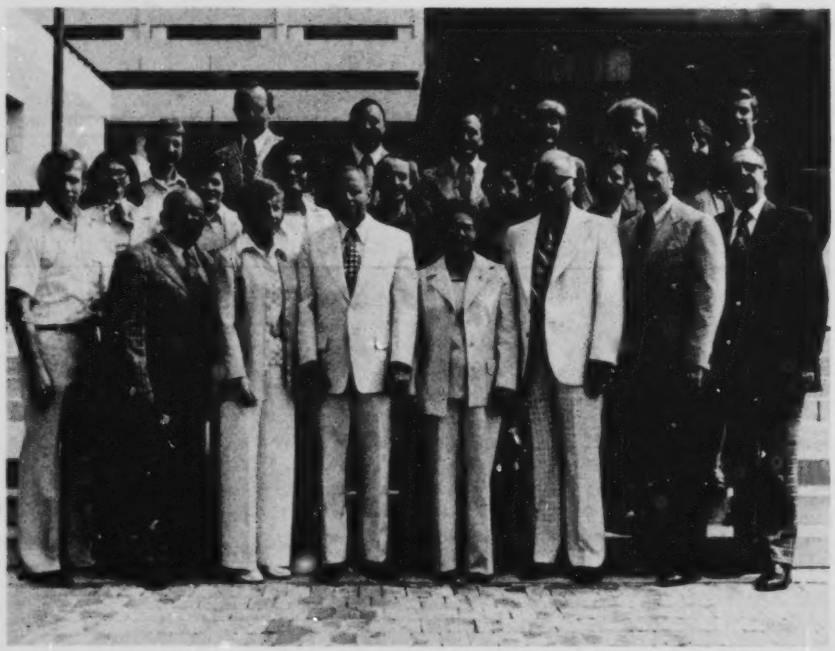

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PRE-CONVENTION MEETINGS

ELEMENTARY PHYSICAL EDUCATION WORKSHOP

PRESIDER: Shirley Ann Holt/Hale, Linden Elementary School, Oak Ridge, Tennessee
RECORDER: Shirley F. Harageones, Douglass Elementary School, Memphis, Tennessee

Alphabetical List of Presentations

Allsbrook, Lee and Jon MacBeth. "Kids and Kinesiology: Successful Centers—A Specialist's Promotion of Man in Motion." Middle Tennessee State University, Murfreesboro, Tennessee

*Bennett, Cathy and Teena Nations. "Project Shape—Title IV Innovative Programs." University of Oklahoma, Norman, Oklahoma

Beter, Thais and Others. "Assessment of Sensori-Motor Abilities (Cognitive Development from Birth to 2 Years)." Northwest Louisiana State School, Bossier City, Louisiana

Bruya, Lawrence. "The Effect of Verbalized Significant Other Treatment on Measured Self-Concept During Selected Movement Conditions." (Research) North Texas State University, Denton, Texas

Buchanan, H. E., and Lawrence Bruya. "The Effect of Changing Structural Complexity on the Observed Motor Behavior of Pre-School Age Children." (Research) North Texas State University, Denton, Texas

Buchanan, H. E. and Lawrence Bruya. "A Playscape Curriculum for the Elementary School." North Texas State University, Denton, Texas

Bruya, Lawrence and M. Maida. ". . . A Complexity of Play Alternatives to Traditional Gymnasium Instruction." North Texas State University, Denton, Texas

Cendali, Richard. "Skip It For Fun." Douglass Elementary School, Boulder, Colorado

Dauer, Victor P. "The Parachute in the Rhythmic Program." Roche Harbor, West Virginia

Gabbard, Carl. "The Use of Task Sheets in the Elementary Curriculum." Lamar Elementary School, Mineral Wells, Texas

Hughes, Carlyon E. "SAVVY." Memphis City Schools, Memphis, Tennessee

Johnston, Jeanne L. "The Development of a Model for Assessing Quality Learning Experiences in Elementary Physical Education . . . An Inquiry." Northern Kentucky University, Highland Heights, Kentucky

Kraft, Robert E. "Dancing Their Way to Learning." University of Delaware, Newark, Delaware

Lamport, Lance. "Implementing a Body Management Experience in Primary Grades." Oklahoma State University, Stillwater, Oklahoma

Maida, M. "The Effects of a Self-Praising Treatment on Praising Behavior in an Elementary Movement Program." (Research) North Texas State University, Denton, Texas

Moran, Joan M. "Adapted and Special Physical Education: Least Restrictive Alternatives." Texas Women's Division, Denton, Texas

Reams, David and Jerry Edwards. "Special Programs for the Exceptional Child in Physical Education." Arcola Lake Elementary School, Miami, Florida

Scogin, David. "An Overview of a Pre-Student Teaching Experience." Northwestern State University, Natchitoches, Louisiana

Speakman, Maureen. "Every Child a Winner." Project HOPE, Ocilla, Georgia

Stinson, William. "String Games." Emporia State University, Emporia, Kansas

Trimble, R. Tom. "Improvisation and Utilization of Physical Education Equipment." University of Georgia, Athens, Georgia

Werner, Peter. "Learning Through Movement." University of South Carolina, Columbia, South Carolina

Wilder, Milton and Others. "Pre-School Motor Development Teaching Laboratory." University of Alabama at Birmingham, Birmingham, Alabama

INTRAMURAL WORKSHOP

PRESIDER: Wayne Edwards, East Carolina University, Greenville, North Carolina

SPEAKERS: Wayne Edwards, East Carolina University, Greenville, North Carolina; Rose Mary Adkins, East Carolina University, Greenville, North Carolina; Mary Martinez, East Carolina University, Greenville, North Carolina; Sid Gonsoulin, Oklahoma State University, Stillwater, Oklahoma; Marianne Mackey, Oklahoma State University, Stillwater, Oklahoma

TOPIC: A Multi-Media Approach to Effective Intramural Policy

"You can't tell the players without a program!" This old stadium-vendor adage is also applicable to the intramural and recreational sports program. The students won't participate if they don't know about the opportunities which are available for them. At East Carolina University, a comprehensive system of publicity is utilized in an effort to fully acquaint the student population with intramural and recreational programs and services.

Publicity for the East Carolina intramural program actually begins two months prior to the beginning of each school year. The Student Affairs Office conducts two-day freshmen orientation sessions on a weekly basis throughout the summer, and a 45-minute time period is devoted to the intramural and recreational sports program. A synchronized slide-sound presentation is utilized to acquaint the entering students with the program. Intramural handbooks, calendars and other program-related literature are made available, and a question-answer session completes the intramural orientation. Similar pre-school orientation meetings are held with residence hall staffs, interfraternity and panhellenic councils and any other group which can be coerced into listening. In this way, the groundwork for the year's program has been laid prior to the official opening of the academic year.

The core of the ECU publicity thrust is the intramural-recreational sports handbook. This publication contains detailed information pertaining to intramural, recreational and sports club activities, and is updated annually. Printed by the university's print shop, the handbook is a relatively expensive item, but the wealth of information which it contains makes it a very worthwhile expenditure. Closely coordinated with the handbook is the intramural calendar. This colorful, one-page item is ideal for dorm walls or bulletin boards, and includes registration and beginning dates for women's, men's, and co-recreational activities. Pertinent information relating to officials' clinics, office hours and the intramural "hot line" is also included.

The "INTRA/ACTION" hot line" is one of East Carolina's most extensively utilized publicity items. Its widely distributed one by two inch calling cards urge students to "Dial INTRA-ACTION—757-6562—for 'Where the Action Is' in ECU Intramurals". INTRA-ACTION is actually a telephone answering machine which is leased from the telephone company on an annual basis. A three-minute tape is used for announcements pertaining to game schedules, upcoming activities and facility operational hours, and is updated on a daily basis. A thirty-second tape is used to inform participants about rained-out or postponed activities. The ECU hot line is dialed an average of 100-125 times daily, and definitely saves a tremendous amount of secretarial time.

During the school year, the intramural office employs a student journalist who is responsible for writing and distributing its weekly newspaper, INTRAMURAL UPDATE, and for writing the weekly intramural column for the campus newspaper. The former publication is typed and mimeographed by the secretarial staff, and allows for unlimited coverage of all intramural activities. Current weekly circulation is approximately 700 copies. The campus newspaper column is a regular feature, and enjoys a tremendous reading audience. The newspaper's sports editor is most agreeable to the intramural coverage, primarily because the articles are well written, are submitted in final format, and meet publication deadlines.

One of the Intramural graduate assistants assumes responsibility for coordinating radio and television publicity, as well as publicity within the residence halls. All of the local radio stations include announcements about upcoming registration dates as a part of their free, public-service announcement service. The university radio station provides excellent cooperation; and the local television station provides occasional coverage of major events. Intramural bulletin boards, located within the lobbies of all residence halls, are updated weekly. Intramural drop-in centers are scheduled at strategic campus locations on a frequent basis.

An intramural council, composed of a representative from each of the participating organizations (fraternities, sororities, residence halls, clubs and independent groups), meets monthly to discuss policies and procedures, and to provide student input on future program directions for the intramural staff. These persons, in turn, relate program information to the persons within their respective organizations. In this way, there is an effective means of communication between the intramural administration and the student participants.

Intramural events are scheduled as half-time features at several home basketball games each winter. The finals in the annual arm-wrestling tournament perennially create a tremendous amount of crowd excitement. Championship, as well as some regular season, basketball games for both women and men are scheduled as preliminaries to intercollegiate contests.

Awards presentations, which are held at the conclusion of each intramural activity, often feature key university administrative persons. The Chancellor, Dean of Students, Dean of Women, and Physical Education Department Chairperson have recently participated in this capacity. Such involvement, while very meaningful for the students, also serves to better acquaint these administrators with the total scope of the intramural program.

On the large campus, the creation of student awareness is one of the major keys to the success of any program. The rapid growth of the East Carolina intramural and recreational sports program is due in part to its comprehensive and continual publicity effort.

At Oklahoma State University, a similar, and somewhat more extensive intramural publicity program is utilized. In addition to many of publicity ideas utilized in the East Carolina program, Oklahoma State has produced a 16 minute movie (16 mm) entitled "Something for Everyone" which presents its entire intramural, recreational and club sports programs. OSU also has incorporated other audio-visual ideas into its publicity program, including video tape "Games of the Week" and a special orientation presentation entitled "Alfa-77." An extensive paid advertisement program involving local businesses adds income to the OSU program, thus allowing for greater program expansion.

A special program for student and faculty families entitled "Huckleberry Finn's Hound Dog Holiday" is conducted annually. In addition to satisfying recreational needs for these persons, this program greatly enhances the images of the intramural and recreational programs on the Oklahoma State Campus.

SPEAKERS: Lynne Berle, North Carolina State University, Raleigh, North Carolina; Rose Mary Adkins, East Carolina University, Greenville, North Carolina; Dean Betts, St. Andrews Presbyterian College, Laurinburg, North Carolina

TOPIC: Intramural Programs for the Handicapped Students—Implications of Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973

The handicapped individual in past years has been pushed aside when it came to Physical Education, Athletics and Intramurals. The Rehabilitation Act of 1973 states that any qualified handicapped individual must be allowed to participate in the conventional program, or a separate program may be developed to accommodate his needs. More programs are beginning to realize their short comings in this area and are adapting their activities to comply with the law.

Activities can be adapted in a variety of ways. For example, in wheelchair basketball, the non-handicapped individual is placed in a wheelchair so that play will be equal with the handicapped. Floor hockey can also be played from a wheelchair and can involve both the para-palegic and the quadra-palegic by taping the hockey stick to the individual or the chair.

The blind student can easily be included in the conventional program. They can run in a track and field meet with a sighted person to guide them or else with the use of their cane to feel the curb on the center of the track. Bowling can be included with the use of a sound system and a guide rail.

With a little imagination and creativity, any activity can be easily adapted to suit the disability of the handicapped individual. You may have to change the scoring, rules, playing field and number of team members of a sport, but the basic essence of the activity will remain.

Let us not forget that the handicapped individual wants to pay and participate just as much as you and I. It is our responsibility as professionals and intramural directors to offer new and improved programs to fulfill their need.

SPEAKER: Mark Pankau, Katherine Carpenter Elementary School, Shawnee Mission, Kansas
TOPIC: Hey! This Could Be Fun! Intramural Programs for the Elementary-Secondary Schools

The public school intramural prgrams have a unique quality about them; they differ from region to region, state to state, and from school to school. But what makes a program even more unique is judged in the amount of fun the participant is enjoying.

The intramural program must be organized and administered around the best interests of the student, if the needs of the player are to be met. Two of those needs center around the social and physical means. In essence, the programs belong to the participant, with the responsibility resting with the director, that the player is not stifled with a few activities that may draw the most interest on a team sport basis.

Increased participation over the past ten years has drawn the attention of the once seldom recognized individual activities through the work of such organizations as the AAHPER, NISC, NIRSA, the PCPFS, and all of the hundreds of small businesses which sponsor competition for the so-called minor sports.

At the public school level, the participants need a well-rounded program more than at any time during the school years. It is so important because the players should become educated in sportsmanship, friendship, fair play, and the world of competition in sports activity.

In order for this to occur, the director must find out what the student wants and needs. One tool is the questionnaire, which will stir the imagination of the participant, as well as causing the instructor to re-examine his/her past efforts.

Publicity is one of the most useful tools for promoting and building a program and keeping it at the director's level of expectation and management. A newsletter containing schedules, names, teams, points, results, and upcoming events that is published periodically will increase attention to the program in a positive vein. Several other types of publicity have been used with great success, and every director owes it to his program to evaluate all avenues for the most useful types of publicity.

Programs such as co-educational, or co-recreational activities have been the most recent addition to the intramural scene, which is growing quite rapidly, due in part to recent national attention to equality at all levels.

Along with this segment of the program goes the area of rules and regulations. It will benefit all individuals involved if the rules for the games can be kept at a minimum to insure total enjoyment instead of increased tension, which is a prime reason why people play to begin with.

From sandlot to superbowl, from playground to the playing fields, from friendship first, to competition second, the real message of intramurals lies in a simple three letter word that either makes or breaks a program—FUN. And as the title of the February, 1978, issue of the JOPER Intramural Insert exclaims, "PASS THE WORD!" It could be fun!

SPEAKER: Tom Butler, Shelby State Community College, Memphis, Tennessee
TOPIC: Intramural Programming in the Community-Junior College—Problems and Challenges

Shelby State Community College is now in its sixth year of operation. I am in my fifth year with the college. When I joined Shelby State there was no intramural program. It became my responsibility to start one. I am given three hours of release time for intramurals. This would indicate that less than twenty per cent of my time is to be devoted to intramurals. No other person on the faculty is expected to spend any time or energy on intramurals. Therefore, the first problem I encountered was a lack of staffing.

As Shelby State, money for intramural activities comes from the physical education budget. Being a small college, we can easily use equipment originally purchased for physical education. For the most part, equipment is not a major problem for us. This budget arrangement does, however, present a problem in payment to officials. All payroll must be treated as a purchase and this not only limits funding but also slows down payment, considerably.

Shelby State Community College is a multi-campus institution. We have two main campuses about eight miles apart. In addition, we have classes at approximately twenty-five other centers throughout Shelby County. The obvious objective is to have classes in the geographical proximity of as many people as possible. Some of these centers are sixteen, eighteen, and twenty miles from the closest main campus. In this situation, it is usually very difficult and often nearly impossible to get students to a program at another center or campus.

This situation leads us to another problem that a multi-campus college must face. This is the transportation of students. Many of our students do not have access to automobiles. A large number rely on city buses for their transportation. They do not have the means to travel from campus to campus to participate in an activity. At present, we have no official vehicles with which to transport students to and from different campuses.

There are no housing facilities at Shelby State. Thus, there are no students who could be considered "captive audiences." There are also no active fraternities or sororities. Therefore, at Shelby State there is an absence of the competitive spirit that many programs enjoy because of dormitory or Greek allegiances.

Many of our students are of low socio-economic background. In fact, most of our students rely on some type of financial aid. In addition, most hold jobs, many of which are full-time. This low income level contributes to the lack of transportation I alluded to earlier.

Perhaps the most common problem that we all share is lack of facilities. At Shelby State, we have physical education classes at only two places, our Midtown Campus which is still under construction and our Gragg Campus, a pair of buildings rented from the Memphis City Schools. A gymnasium is under construction at Midtown. It will surely ease some of our facilities stress. For the past three years, we have taught physical education at the Stratton YMCA, an ancient structure a mile and a half from Midtown, and at the John Rogers Tennis Center, which is also a mile and a half away. We are not allowed to have intramural or recreational activities at the YMCA or the tennis center. The campus is located in a very busy business area which makes space a very limited commodity. In fact, the only available space is a parking lot two blocks from campus. There is no pool available in the area. Midtown is our most heavily used campus; therefore, we have a large portion of our student body in a campus with practically no space for recreation or intramural programming.

Our Gragg Campus is better equipped for intramural programming. We have a large field for outdoor activity which we use often in good weather. There is also a gymnasium. Unfortunately, there are also problems with this facility. In the first place, many students opt to take classes at Midtown where the buildings are new instead of at the 1930's vintage Gragg. The Gragg enrollment has dropped steadily since Midtown opened three years ago. The eight mile trip between the two campuses is a difficult one to make by students who struggle for transportation.

Adding to the scheduling problems are men's and women's basketball teams and men's baseball team, all of which get priority over intramurals in the gym. While the teams are very cooperative, it is a fact that intramural programs can use the facilities only when the athletic teams are not practicing or playing.

We have an abundance of problems with our intramural programming at Shelby State, but our program has grown every year in terms of both number of participants and variety of activities. As all of you do, we continue to try to cope, sometimes experiencing failure, sometimes success. It is amazing what a little cooperation from coaches, physical education staff and most importantly, students can accomplish.

SPEAKER: Charlie Hall, DeKalb Community College, Clarkston, Georgia
TOPIC: A Challenge

Intramural Directors should attempt to make campus life more meaningful to the community by using activities which will enhance the individual's life. We benefit the individual by affording him opportunities for healthy relaxation of mind and body, development of leisure skills, social contact and outlets for self-expression.

Intramural—recreational activities are most satisfying when they come naturally. It is an attitude, a state of mind, and a condition which is freely sought.

It is difficult to be excited, dedicated, or even concerned where the Intramural Director has a full teaching schedule, limited facilities, no help or support from faculty, no budget, and very little pay. Yet, we must accept the responsibility for we have a product to sell.

Intramural-recreational activities have the same relation to required physical education as the school paper has to journalism and as debating has to public speaking.

Larry Nave, Chairman of the Physical Education Department, Enterprise State Junior College, Enterprise, Alabama, conducted a survey of selected intramural programs in the southeast. The survey was mailed to 110 colleges in the eleven southeastern states and 55 percent responded; 92 percent of those responding conducted an intramural program.

From the survey, these weak areas were noted—Inadequate Funding; Inadequate Record Keeping, Lack of Concern for Legal and/or Medical Aspects of Participation; Lack of NIRSA membership; Absence of Full-Time Director; Reduced Participation by Women; Lack of Communication Concerning Programs.

With this in mind, we must develop a positive and realistic conception of intramural-recreational services to our campus community.

May I offer some suggestions that would help the commuter colleges, junior colleges and the high schools

1. We have a national organization, but we need to develop local organizations, state organizations, and regional organizations and become involved on all levels.
2. We need to teach awareness of intramural-recreational services.
3. We need to stimulate and expand the exchange of new ideas and programs.
4. We need to have training and educational programs as part of a workshop.
5. We need to be more humanistic in our approach to our programs and become student oriented rather than staff oriented. The success of a program is based on the quality of the leadership. In our program, this leadership must come from the students as well as the staff.

Why not physical education credit for those participating in the intramural-recreational program? This would be logical in the commuter college, the junior college, as well as the high school.

The real challenge is to take a realistic look and evaluate ourselves, not as individuals or individual schools but as a region or a state, and establish priorities.

Our accomplishments in the commuter college, junior college and high schools are very little. We have operated in fragmented directions, with little concern for NIRSA or NISC, state organizations, or our fellow worker. We have started workshops in our region and this meeting in Little Rock is an excellent example. We have for the first time started informing our members and non-members by workshops, circulation of a newsletter and encouraged membership in NIRSA and NISC.

It seems time to develop regional, state, and local objectives. We need to continue to open and expand communications between members of NIRSA and NISC and non-members, in our region, on all educational levels. We need from our national organizations a consultant service in the form of correspondence, personal visitations and resource booklets. NIRSA and NISC should sponsor meetings on regional, state and local levels.

We, as individuals, need to increase NIRSA and NISC professional membership, and membership in our own state organization, and be more active and involved in our statewide organization. We need to stimulate and expand the exchange of new ideas and programs. We need to educate our students concerning the importance of our program.

The major area of growth in intramurals is in the community college, junior college and the high schools, and we need to seek a new identity in NIRSA and NISC.

SPEAKER: Lou Marciani, University of Southern Mississippi, Hattiesburg, Mississippi
TOPIC: Outside Funding for Intramural and Recreational Programs

The ability of the intramural-recreational sports director to provide and administer a sound total intramural-recreational sports program may depend to a great extent on the budget provided for these programs. The budget problem is a real one for the majority of directors.

Although intramural budgets are important, many effective programs have been initiated and administered on limited funds. The lack of funds should not be a defense against a concerned director establishing some type of program. The foundation, however, should be a secure source of income, justified by a well-prepared budget granted on the basis of need for personnel, supplies, equipment and facilities and expended on services and leadership to provide a quality and varied program.

Intramural-recreational sports budgets should be justified on their own merits and, through the use of one, three, and five-year plans, be designed for growth in services, facilities, and safe equipment. I firmly believe that intramural-recreational sports are a legitimate educational function and, as such, should be financially supported by the institution's general fund and/or student fees.

I would like to offer some strategies for building additional financial support for your program. I define outside funding as revenues produced above and beyond the allocated budget. These funds may be utilized for such reasons as: instituting new programs; maintaining the program; reducing student charges; obtaining funds for capital expenditures and improvements; or seeking funds for future facilities. Some of these ideas should increase your spectrum of leisure offerings and hopefully become self-sustaining.

At many institutions the success or failure of adequate financing depends to a large degree upon the type of organizational structure under which intramural-recreational sports is governed. Intramural sports started as a program under the wings of either physical education or intercollegiate athletics. In recent years, however, there appears to be a trend for the intramural-recreational sports director to report to some authority within the university's central administration. Today, it is not uncommon to find intramural-recreational sports directors reporting to high-level university staff officers, such as vice-president for student services, administration and the dean of students, or dean of the school of HPER. There are several advantages to this type of administrative organization. It elevates the director to department head status. In this position, the director can attempt to fulfill his responsibilities as an advocate of quality intramural-recreational sports.

This type of organization also provides the director with a direct line of communication to central administration, which can result in a greater understanding and consideration of intramural budgeting problems. This type of organization also gives the director a stronger mandate to serve the largest number of students possible. As we all prepare for the financial squeeze, let's make sure we are in the best possible administrative position at our own institution.

Economic conditions have changed so drastically in the past decade that it is necessary to find new means of financial assistance. A number of current practices have contributed to the achievement of successful alternate sources of funding for intramural-recreational programs. The exact methods employed with each practice vary somewhat from institution to institution. However, when dealing with alternate sources of funding, we must always protect our primary consumer—the students. I would like to take a few minutes to present some of the current alternate sources of income.

Leisure Sports Instructional Programs

A series of non-academic recreational instruction programs are offered to the university community at a reasonable price. The group lessons are offered at non-prime time and are taught by a highly-qualified student, faculty, staff, or adjunct instructor. The administration of the program is the responsibility of a professional member of the department. The following are examples of such lessons taking place on numerous campuses: scuba diving, adult learn-to-swim, children learn-to-swim, tiny-tot learn-to-swim, senior life saving, WSI, karate, handball, racquetball, tennis, gymnastics, yoga, women's self-defense and golf. Perhaps the biggest advantage of the program is that it enables the director to expand the program offerings to all members of the university community and at the same time, produce substantial income for the development of the total intramural-recreational sports program.

Outdoor Equipment Rental Center

Camping, backpacking and winter sports equipment are available at a fee for users throughout the year. The rental fee is normally established at 1/20 the total retail purchase price, per unit, per day. Administrative costs, such as reservations, check-in-out, repair and cleaning can be handled through an existing equipment room operation. Special weekend rates, advance reservations, camping guides and university sponsored trips are ways the program can be promoted. The income from rental is enough to repair and replace the equipment as well as allowing for a margin of profit.

Facility Rental

Groups should be able to rent the recreational facilities for their exclusive use during non-prime time. Pool parties are popular with students. Vacation periods when the facility is normally closed can be an attractive time for faculty and alumni rentals.

Pro Shops

Several universities now operate a retail outlet sports store. They are kept stocked with those items needed for participation in the facility's activities—everything from workout clothes, to equipment, to shower room supplies.

Court Fees

Many universities and colleges charge all or part of their tennis, handball, and/or racquetball court users. The fee structure is based on a per-hour charge. The rules and regulations should assure equal use opportunities for all participants.

Organized Trips

Some of the most common trips are skiing, canoeing, camping, scuba diving and sporting events. The type of trips depends on the location of the school and the popularity of the activity.

Special Events

The promotion of special events that have wide public appeal has helped solve funding problems at a few institutions. Promotion of such events as the Harlem Globetrotters, Roller Derby, Circuses, and concerts have frequently been very successful.

Money-raising ideas include doing such things as car washes, raffles, fund sales and selling T-shirts. For these activities individuals volunteer their time and energy to earn money for intramural-recreational sports. The number of possible money-raising activities is infinite. A brainstorming session would produce the pest possibilities.

Annual Projects

Carnivals are popular at many schools. Another example, at USM we are sponsoring an annual Southern Softball Classic. This type of activity usually takes a great deal of orgnization and volunteer help, but the financial benefits are usually well worth the efforts.

Concessions

Concessions are a means of income that should be considered as a legitimate source of funding for the intramural-recreational sports program. Many intramural programs have several thousand students participating on a regular basis who would welcome a concession stand nearby. The profit margin for concession items ranges from 10 to 50 percent, depending upon the product. Many universities have installed vending machines that dispense handballs, racquetballs, squash balls, sweatbands and other items.

Summer Programs

Most collegiate recreational facilities experience a lull during the summer. A number of colleges and universities offer day camps, one-day clinics and week-day camps. Many camps in various sports could be offered, because the facilities usually do not open until noon. The camps are considered favorable by our admissions office because they bring youngsters on campus and expose them to the university.

Alumni Utilization Program

Special programming aimed at the alumni user should significantly increase the number of alumni that use the facilities. Some institutions offer an alumni league in almost all the intramural activities. The alumni utilization pattern should not conflict with student users. Early mornings, supper hours, and weekends appear to be the most popular times for alumni users.

Regional Sponsored Tournaments

Many campus' intramural-recreational sports programs are in the business of hosting invitational sports tournaments. Softball, flag football, basketball and volleyball are ideal sports for regional competition. These regional tournaments could encompass a range from youth to independent adult competition. At USM, we will be hosting five ASA invitational softball tournaments this summer, and we anticipate that our profit margin will be in the neighborhood of $2,000.00

Entry and Forfeit Fees

Entry fees are usually just enough to cover the cost of providing trophies and awards. The theory behind the forfeit fee is that it should be collected in advance and returned only if the team has no forfeits.

Fund Raising Solicitation

Lastly, I would like to spend some time on direct solicitation. This is a sophisticated activity. Billions of solicited dollars are obtained annually in the USA. Recent reports place the amount contributed to non-profit organizations at 9 million dollars an hour. How much of this amount did your intramural-recreational sports program receive?

I would like to suggest a few pertinent guidelines to solicitors because this is certainly one of the most frequent means of alternate source income.

—Persons who gave previously are the best prospects.
—The more money one has given, the more that person is likely to give.
—Few people will voluntarily give large amounts unless they are asked to do so.
— People must be asked to give definite amounts.
— Persons giving large amounts of money generally want a precise explanation of its intended use; solicitors should be fully prepared to answer questions.
— Solicitations must be personal; avoid letters, telephone calls or other impersonal approaches.
— The closer the prospect is to the program, the more emotional can be the presentation.
— People tend to give in amounts ending in round numbers such as $100, $200, $500.
— There is no best time to solicit. Avoid Christmas holidays, income tax deadlines, property tax due dates and summer vacations.

The educational dollar, let alone the service-oriented dollar, is and will become scarce. We have the obligation to provide leisure opportunities to the people we serve.

SPEAKERS: Joanna Denton, East Carolina University, Greenville, North Carolina; Bob Newman, University of Southern Mississippi, Hattiesburg, Mississippi, Michelle Park, University of Southern Mississippi, Hattiesburg, Mississippi; Ginger Parrish, East Carolina University, Greenville, North Carolina; Jim Doucette, Arkansas State University, State University, Arkansas

TOPIC: The Role of the Graduate Assistant in Intramural Programming and Administration

The intramural graduate assistant is perhaps the most overworked, underpaid and least recognized figure within the college/university intramural system. This person works a tremendous number of hours in the intramural administrative and supervisory process, while laboring academically in the pursuit of a graduate degree. The experience gained in this experience, however, is invaluable insofar as preparation for the future is concerned.

The graduate assistant serves in such intramural capacities as scheduling, promoting, publicizing, and supervising intramural activities; training, scheduling and supervising officials; implementing sports club programs; and coordinating other areas of the campus recreational program. Such experiences prepare this person to assume full-time professional leadership positions upon degree attainment.

SPEAKER: Rosalie Barber, Arkansas State University, State University, Arkansas; Bob Pender, Southeastern Louisiana University, Hammond, Louisiana; Joe Ruffner, Middle Tennessee State University, Murfreesboro, Tennessesee; Art Swanson, Louisiana State University, Baton Rouge, Louisiana

TOPIC: Extrinsic Awards in the Intramural Sports Program: A Necessary Good or Unnecessary Evil

Why do people participate in intramural activities? Is it for the fun of playing, for the self-satisfaction it brings, for the prospect of an award, or for a combination of these and other individual motivations? We, as educators, have to believe, or hope, that the primary stimulus for intramural participation is something other than the attainment of an award.

Opponents of point systems note that they are not philosophically sound, that they cause students to play for points instead of for pleasure and that points turn play into a forced instead of a natural, voluntary activity. On the other hand, proponents of point systems state that giving points attracts individuals who might not otherwise become involved in the intramural program . . . that interest is created and maintained through point systems and awards . . . that this motivating device in intramurals is not only helpful, but necessary. If you DO have a point system and awards in your intramural program, you are not alone . . .80.06 percent of the intramural programs surveyed in a recent study do give some type of awards for intramural participation.

It is apparent that many arguments can be advanced to either support or reject the use of a point system and awards in the intramural program. Unfortunately, there is no way to objectively weigh their relative merits in a manner that would be valid from school to school. No matter what criteria are used, the intramural director must ultimately make what is essentially a subjective decision as to whether or not to use extrinsic motivational devices of the point system and awards variety.

At Arkansas State University, Middle Tennessee State University and Louisiana State University, all point systems and extrinsic awards have been abolished. Southeastern Louisiana University continues to utilize an awards program.

SPEAKER: Roy E. Bell, Palm Beach Junior College, Lake Worth, Florida
TOPIC: Legalize Intramurals and Recreational Sports

In the immortal words of Mr. Intramurals of North Carolina, Ron Hyatt, as two elderly ladies approached the punch bowl at a church social one of them acclaimed that the punch bowl was spiked with the Devil's brew and she would rather commit adultery than drink that stuff. The other queried "Do we have a choice?"

In the community college you have a choice. At least in the type of community college I envision, you should have a choice. You may choose to participate or not to participate. You may choose to join a team or not to join a team. You may choose to be active in a competitive sport or to be passive in a recreational activity. You may choose to lead or follow. You may choose to win or lose. Whatever you do, you should be able to choose.

It is the director's responsibility to assure that the students have the right to choose their program. It is, however, far easier to make such a statement than it is to achieve the reality. In the path of idealism are problem potholes that make reaching an ideal goal most difficult. For many, the problem potholes are crevices too wide to bridge or too deep to fill. At least it seems that way to the program director. But, if the intramural and recreational sports program in the community college was legalized, pothole-free roads would result.

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A legalized program is one that is rightful, lawful, allowed. Legal is being recognized as lawful or proper. A legalized program goes beyond lip service and toleration.

Last year in Atlanta, I stated that the community/junior college has a unique mission. The community college is unlike the high school and unlike the university. It is unique in itself.

A review of educational textbooks reveals the need to legalize intramural sports in the community college. In most sources, the community college intramural and recreation program is mentioned and that is it. No philosophy, no direction, no understanding, it's just there. The invisibility is almost like that of Bert Campbell on Soap, it's there but nobody really sees it. A legalized program would end the invisibility and solve many major problems. Three major problem areas that can be eliminated by a legalized program are the perennials—facilities, staff and finances. In legalized programs, intramural directors would stand on a par with the athletic director, equal to the department chairperson and better trained. Staff members would be equal to the task and diversed in interests. Their primary responsibility would be intramurals, with teaching assignments secondary, if any at all. They would be members of the Department of Intramurals. As librarians, guidance counselors or coaches serve the students needs, so would the intramural staff meet the sports and recreational needs of the students on a full-time basis.

With a legalized program, facility planning would include the needed facilities for the intramural program. Instead of the athletic facility construciton priorities being placed in the forefront, the intramurals program would have its construction priorities as well. All facility construction would reflect the needs of the physical education department, intramurals and athletics. A swimming pool, for example, would demonstrate flexibility for teaching stations, competitive athletics and recreational aquatic activities of the intramural program.

In a time where inflation is eroding education budgets, even greater efforts must be made to obtain the funds needed for the total educational program. In the legalized program I see, there will be new and better ways of funding intramurals. The traditional activity fee can no longer support all student activities. Using Rodney's positions that a budget is a plan of action, the legalized program would have the funds to carry out its plan of action. A legalized program would receive its financial support from the general revenue fund as is true of any other department.

The interrelationship of the three problem areas I've mentioned is obvious. Trained leadership in staff positions with adequate facilities and financial support are fundamental to the legalized intramural program. In reality, they are the tools that are necessary for the building of a student-oriented intramural and recreational sports program.

Program building must be based on sound educational objectives and principles. The organizational procedure and administrative plan should be developed only after the local situation is known and understood. However, unless the organizational procedure and administrative plan includes a sensory system tuned to the ever-changing student, the program will fail, thus placing in jeopardy its legalized value in education. In order to insure a dynamic quality program, it is necessary that directors and advisors be aware of trends that necessitate change for the good of the program. I have witnessed a dramatic change in intramurals and recreational sports in the last twenty years. We have gone from a highly formalized competitive intramural/extramural and sport-days concept to one of a sense of calmness and individualism. The causes of such a dynamic change are many and varied. Sociological, economic and cultural changes in our society have had their effect on programs of intramurals. In the community college, this change is more evident than in any other educational institution.

How can a program be designed to function under the constant pressure of change? If you will recall, I mentioned a while back that we were building a student-oriented program. Any program that utilizes its sensory system is a student-oriented program. A director's program is not student-oriented and thus will fail. A student-oriented program includes the students in the decision-making process. Student directors, student intramural councils, student sports directors, etc., can provide the necessary feedback and input into program decisions. The open-door policy, subscribed to by most community colleges, must extend to the intramural program. Every director is aware of the value of outgoing communication. It is vital that in-coming communications be received as well. Publicity for and advertising of your programs is important. Whatever is available to publicize your programs should be used: (1) printed posters, (2) school paper, (3) school radio station, (4) closed circuit T.V., (5) bulletin boards, (6) daily bulletins, (7) faculty bulletins, (8) local radio and T.V., (9) local news media, etc. No student should leave your institution and not know what the intramural program offers him.

Probably the most important factor in providing a student-oriented program is the scheduling of activities. Complete cooperation of the Physical Education and Athletic Departments with the Intramural Department is a must in scheduling. The complex problem must be solved to the benefit of all three areas. No one area should dominate the schedule.

Activities must be scheduled when the students can participate. In a legalized program, intramural and recreational activities may take place at any hour of the day—not on a twenty-four hour basis, but almost. Self performing activities such as jogging, fitness trails, sailing, swimming, etc., should be scheduled as on-going activities available to the student at any hour. Individual and dual activities such as tennis, handball, badminton, archery, horseshoes, etc., can be T.B.A. (to be arranged) on a mutual agreement between the students. Team sports and club activities should be scheduled as facilities are available and as students' schedules permit. In a legalized program, maximum facility utilization can be obtained more easily because of the closer cooperation that would exist when the three program areas are equalized. Equipment usage can be maximized in a legalized program during budget sessions among physical education, intramurals and athletics. This would provide a better quality of equipment for students to use.

Intramural directors always seem to look at other programs for ideas. If all programs were legalized, the exchange of ideas would make more sense. But, as it is today with some legalized programs and some struggling for existence, a director can see that what may be good at another institution may not prove possible at his institution. For example, one campus may have a budget of $400, where another may have $10,000 for their program. Tee-shirts are given as awards at the high-budget school, but would not be possible with the low budget.

To legalize all programs in the community colleges would be a giant step toward fulfilling the needs of the students in the use of leisure time.

The problem is visibility.

The challenge is to legalize.

The solution is to do it.

SPEAKER: Stan Summerlin, Monroe Middle School, Monroe, North Carolina
TOPIC: You Can If You Will—The Monroe, North Carolina, Middle School Intramural Program From Beginning 'Til Now

The presenter gave an overview of his intramural programs and discussed how such a program could be implemented in other school situations. Particular emphasis was placed upon competition units, time periods, awards, officials, busing problems, program of activities, funding and supervision. Innovative ideas, unique events and publicity ideas were also presented. Emphasis was placed upon steps taken in initiating an intramural program and methods of "selling" the program to parents, faculty and administrative officials.

SPEAKER: Faye Cromwell, All Saints' Episcopal School, Vicksburg, Mississippi
TOPIC: Intramural and Recreational Program in a Private School

All Saints' Episcopal School is a co-educational boarding school for grades 7-12. It is owned and operated by the Episcopal Church of Arkansas, Louisiana and Mississippi. There are 173 students, evenly divided between boys and girls.

There are five full-time and two part-time members of the Physical Education and Recreational staff. Our working hours are 11:00 a.m. until 8:00 p.m. All physical education classes are scheduled from 11:30- 1:30, leaving afternoon and evening hours for our contract activities program and recreational activities.

Intramural Program

Our program consists of two teams: the Angels and the Devils. Students draw lots at the beginning of the year to determine to which team they will belong, and they are a member of that team as long as they attend All Saints'. The two teams compete in various athletic events in the fall and spring.

The fall activities are climaxed by "Little Field Days." This is competition each afternoon after school for a week. Activities chosen for competition may vary from year to year. This year the activities were volleyball, soccer, tennis, and cycling. There are boys and girls' divisions in each activity and cycling is further divided into upper-school and lower-school divisions.

Each team captain must determine who will participate in each sport for his team. This is done by playoffs within the teams and consultation with members of the recreation staff.

Angels and Devils compete academically throughout the year. Each time a student's name appears on the Rector's List (grades of 90 and above), he receives 35 points for his team. Each time it appears on the Academic Honors List (averages of 90, with no grade less than 85), his team is awarded 15 points.

During the winter months, there is a spelling bee, trivia bowl, and skit competition. There is an upper school and lower school division in the spelling bee and trivia bowl, with two representatives from each grade.

Skit competition is one of the highlights of the year. When the theme is announced, students have three weeks to write and produce their own skit, which is judged by adults outside of All Saints'. They are judged on programs, lighting, scenery, direction, etc., and the skit winner is not announced until Field Day. There are 600 points possible for skits.

Field Day is the culmination of the year-long Angel-Devil activities. Last year, we had a total of 45 activities over a two-day period, ranging from the traditional sports of basketball, softball, tennis, soccer to skateboarding, frisbee competition, kayaking, and synchronized swimming.

POINTS: Points are awarded in each activity based on the number of runs, goals, etc., scored, with the winning team receiving additional bonus points. For example, four points are awarded for each goal scored in soccer, and the winning team receives 10 additional bonus points. Four points are awarded for each game won in tennis, plus 10 bonus points for the winning team.

FUNDING: We receive $5.00 per student for Angel-Devil dues. Our department adds another $200.00 for a total operating budget of $1,000.00 This money is used for equipment, awards, and by the teams in the production of their skits.

AWARDS: Trophies are awarded to the outstanding player of each event as chosen by the recreation staff. Five team trophies are awarded to the winner of: (1) Skit competition; (2) Poster competition; (3) Most team sports; (4) Most individual sports; and (5) School trophy—to overall winner of competition. These five trophies are engraved each year with the name of the winning team and displayed in that team's trophy case for the year. At one time, individual trophies were awared to winners but that practice ceased in order to put that money back into the program for additional equipment.

OFFICIALS: All events are judged by members of the recreation staff and faculty.

PARTICIPATION: There is no limit to the number of activities in which a student can participate. Our records indicate that most students average participation in 5 events on Field Day. We attempt to make our programs so diversified and schedule events in such a manner that everyone finds something in which to participate. Last year, out of 173 students, only four did not participate on Field Day. Two of these had a doctor's excuse and the other two "did not want to."

CONTRACT ACTIVITIES

Sports or activities that meet during free time (some at 4:00 p.m. and others at 7:00 p.m.) are called Contract Activities. Students are contracted to participate in this "interest area" and either pass or fail. The activities we offer depend on the students' needs and interests. A few of the activities are:

- Tennis
- Volleyball
- Drivers' Ed
- Bowling
- Crafts
- Board Games
- Marksmanship
- Jogging
- Archery
- Rapelling
- Typing
- Karate
- Orienteering
- Musical
- Watershow
- Canoeing
- Cycling

We pull from other members of the faculty and members of the community in order to offer this many activities.

RECREATIONAL ACTIVITIES

The Recreation staff provides many activities for the students who choose to participate. We have a pavilion with pin ball machines, pool tables, juke box, snack box, etc., open two afternoons and three nights a week, in addition to weekends. All money made in the pavilion is used for equipment and activities. The gymnasium is open four nights a week plus weekends with emphasis on a different activity each night, i.e., team sports, raquet sports, open gym, or gymnastics. Our list of special activities includes anything anyone wants to do: roller skating, mud slides, concerts, cookouts on the sandbar, New Games tournament, "Almost Anything Goes," movies, hikes, campouts, bike rides, old-fashioned picnic and many others.

This entire program has been developed within the last six years. It was developed through much hard work and dedication. It was not developed with a lot of money. Long before we could afford money for equipment and so many staff members, we began building the program with help from the community. Our local YMCA, City Recreation Department, National Guard, Red Cross and nearby university (Delta State) have all shared equipment, ideas, and staff members in order for us to offer our students a unique and varied program in physical education and recreation.

STATE, CITY AND COUNTY DIRECTORS CONFERENCE

PRESIDER: Robert G. Norred, University of Tennessee, Chattanooga, Tennessee
RECORDER: Loyce Willett, Oklahoma City Public Schools, Oklahoma City, Oklahoma
OFFICERS ELECTED: Chairperson—Stan Honeycutt, Anderson, South Carolina; Secretary—Nelson Bennett, Chattanooga, Tennessee
TOPIC: Exchange of Ideas

1. Compentency and/or skills assessment programs were reported on by the State directors from Alabama, Florida, Georgia, Mississippi and Texas.
2. Outdoor education projects were reported on by the directors from Anderson, South Carolina and Chattanooga, Tennessee.
3. Public relations efforts were reported on by the directors from Oklahoma City, Oklahoma, and Greenville, South Carolina.

SPEAKERS: A Principal, Two Fifth Grade Teachers and a Heart Association Volunteer from Gibbs Intermediate School, Little Rock, Arkansas
TOPIC: Implementation of the Berkley Health Education Model

Since the summer of 1969, an innovative school health education project taught at the fifth, sixth, and seventh grade levels has been achieving success in some 200 elementary and junior high schools in the United States. The model was developed in Dalz City, California, through a contract between Dr. Richard Foster and the National Clearinghouse on Smoking and Health. The project became a viable teacher training project, the intent of which is to prepare teachers to help students acquire knowledge and skills whereby they can effectively take responsibility for their own health. Students learn (1) How their bodies function; (2) To avoid disease and infection; (3) Why simple, everyday health practices are important and the scientific reasons underlying health behavior; (4) The relationship between health and health behavior; (5) How the community protects the health of the people; and (6) To improve their interpersonal relationships.

The Arkansas Heart Association was the initiator of the Berkley Project in Arkansas. Many health organizations, community groups and state and local health education groups cooperated by contributing dollars, ideas, public support and volunteer hours. As a result of these efforts, and as of May 1976, teams had been trained in twenty-three Arkansas school districts. The training is continuing in order that the project is implemented in all Arkansas schools.

SPEAKER: Ed Long, Director of Physical Education, Phoenix Union High Schools System, Phoenix, Arizona
TOPIC: A Title III Physical Education Program for Special Education Students

In the belief that schools have the responsibility of providing programs that meet the needs of all secondary students, the Physical Education Opportunity Program for Exceptional Learners (PEOPEL) was approved, developed and implemented through ESEA, Titles III and IV. PEOPEL meets the needs of exceptional (handicapped) individuals, as well as the requirements addressed in Title IX and Public Law 94-142. PEOPEL is designed for students who will benefit more from an individualized physical education program than from special physical education. Through individualized learning, students develop physical, mental, emotional and social abilities in a physical education setting. The utilization of trained student aides provides a one-to-one instructin ratio in a coeducation class of twelve PEOPEL students to one instructor. To participate in PEOPEL as a student aide, the student must successfully complete a semester-long Student Aide training class which presents and discusses PEOPEL goals, the roles and responsibilities of aides, and the growth and development characteristics of exceptional peers who may be enrolled in PEOPEL. Peer teaching provides the opportunity to participate in physical education while having fun and success in PEOPEL.

STATE OFFICERS WORKING CONFERENCE

PRESIDER: Peter Everett, District Representative to AAHPER, Florida State University, Tallahassee, Florida
RECORDER: Doris McHugh, Huntsville City Schools, Huntsville, Alabama
SPEAKER: David Harris, Kennesaw Junior College, Marietta, Georgia
TOPIC: Public Affairs/Legislative Update

Lobbying Techniques

GENERAL: The success of lobbying efforts will depend upon our ability to communicate our needs to legislators. Our job is to convince the legislator that the need exists and then secure his cooperation and assistance in getting the necessary changes in law and the needed money.

STEPS PRIOR TO COMMUNICATING:

1. Know the facts about each proposal.
2. Be concise and to the point.
3. Relate your request to your local situation.
4. Use bill number and title when applicable.
5. If you are a local leader, be sure to mention the number of people you represent when you contact your legislator.
6. Don't threaten.
7. Don't beg—remember, you represent the most important profession of today and your concern is for America's youth.

METHODS OF COMMUNICATING:

I. *Mail (letters, telegrams, etc.)*
   1. Spell correctly (especially legislator's name).
   2. Be brief.
   3. Deal with only one or two issues.
   4. Appeal for specific assistance.
   5. Handwritten letters are preferable.
   6. Do not use form letters or petitions.
   7. Send your letter or telegram at the appropriate time.
   8. Use organizational stationery when you are writing as a representative of your association.
   9. Address correspondences to the legislator's Washington, D.C. address when Congress is in session.

II. *Telephone*
   1. Call only at a reasonable hour.
   2. Use telephone to contact your legislator at home to set up formal meetings.
   3. Contact by telephone at the Capitol when time is a factor.

HOUSE OF REPRESENTATIVES	1-800-282-5800
SENATE	1-800-282-5803

A central answering service will answer your call. Give them the name of the legislator that you wish to speak with or ask that a concise message be delivered to your legislator (i.e., please vote "yes" on HB 162).

   4. If you leave a message for your legislator to return your call, please remain at that number long enough for him to return the call.

III. *In-Person (at the Capitol)*
   1. Make an appointment.
   2. Limit your conversation to not more than 15 minutes.
   3. Send an experienced person with an inexperienced person.
   4. Limit your group to not more than 4 people (if your group is larger, select a spokesman and a person to take notes on what the legislator says).
   5. Contact legislators from areas of the state where you may have lived previously or where you have relatives that are his constituents.

6. Know your subject and be prepared for questions.
7. Don't be belligerent or get angry.
8. Show forcefulness for courtesy.
9. Tell your legislator exactly what you expect from him.
10. Thank your legislator for his time (send a thank you postcard when you return home).

IV. *In-Person (at home)*

1. Make sure the time of contact is convenient.
2. Contact prior to the beginning of the General Assembly and set up a schedule to meet with your legislator at regular intervals during the session for progress reports (possibly every other Sunday afternoon).
3. Send an informal small group of leaders who represent the membership of your association to talk with your legislator.
4. Make a brief written report to your membership following each meeting with your legislator.
5. Invite your legislator to have lunch at your school or dinner with your executive committee.
6. Keep up the contacts on a continuing basis. It takes time to create a working relationship.
7. Use members that know your legislators.
8. Assign someone to maintain a file on each legislator.

V. *Media*

1. Work with local PR chairperson to establish media contacts during the legislative session.
2. Deliver press releases to local media when sent from State Education Association (add a localized paragraph by quoting local officers' or members' responses and opinions).
3. Send letters to the editor regarding our priorities.
4. Schedule local officers on radio and TV talk shows.
5. Submit guest editorials.
6. Distribute fliers and posters in the community relating to educational issues.
7. Establish "Ask a Teacher" Program in your local.
8. Set up meetings with community members and leaders.

Summary of Remarks:

I. The Committee

A. Have proposed merger of PA/Leg Committee with the Public Relations Committee. Have communicated with Owen Holyoak regarding this merger. He is pursuing it.

B. PA/Leg Emphasis—coordinated with Miriam Collins and Peter Everett for the program (Pre Convention State Officers) at this conference.

C. State Officers Report—Have extracted the PA/Leg Section of the State Officers Report to discuss and disseminate at our PA/Leg Committee meeting.

D. Pursing a public service announcement with President Carter.

1. Several efforts to get through to President Carter finally got attention when I sent correspondence to Plains, Georgia.
2. Numerous letters—Advised he had over 600 requests to do public service announcements in first 10 months.
3. Received fairly positive response. Advised to work with Casey Conrad of President's Council on Physical Fitness.
4. Met with Casey—He advised that we wait a couple of months. President in process of appointing his Council on Physical Fitness.
5. Have financing and taping set up at no cost to the government or the association.
6. Have support of my senators in Georgia. Plan a letter to each PA/Leg Chairman in Association to write their senators to support this effort.

E. Booklets on PA/Leg are being developed to disseminate to the PA/Leg chairman or each State within the district.

II. Specific Needs or Efforts for the States
  A. State PA/Leg chairman be appointed for a three-year term (minimum).
  B. Improve network organization. Get your members involved. Practically everything in our society evolves—Majority agrees upon.
  C. Promote the Governor's Council on Physical Fitness.
  D. Promote and support legislation pertinent to our profession (someone has to keep with it).
  E. Improve our relationship and mutual support with such groups as PTA/Early Childhood Association/Classroom teacher organizations and the like.
  F. Continue promoting PA/Leg workshops.
  G. Close look at who we are appointing as PEPI coordinator and work closely with them—Effective.
  H. Assign a professional from our State association to be our contact person for a representative—assign a person who knows this person and is local—and will be the contact throughout the year (one for each representative in the State).
  I. If a State could afford a full-time PA/Leg lobbyist, he/she would repay for himself/herself 100 fold.

SPEAKER: William Walmsley, Senator, State of Arkansas, Batesville, Arkansas
TOPIC: Legislative Lobbying: A View From the Floor

Negative Lobbying Techniques

1. Don't threaten or adopt belligerent attitude.
2. Don't innundate with material.
3. Don't take too much time.
4. Don't rely solely on officers or paid lobbyist.
5. Don't send mimeographed or identical letters.
6. Don't rely on cocktail parties or dinners.

Positive Lobbying Techniques

1. Try to know your legislators.
2. Provide brief summaries of supporting data.
3. Mobilize membership to contact their legislators.
4. Attempt contact through personal letter, phone call or personal conversation.
5. Be tolerant of your legislator.
6. Seek support of other organizations.
7. Keep membership informed.
8. Become in political process—most important.

Summary of Remarks

I think it is particularly appropriate that your organization has this topic of Legislative Lobbying and a positive approach to lobbying, so often the approach is "negative." Keep in mind that lobbying is proper and is necessary in your organization. To be effective, lobbying usually comes from an organized group. Organization is nothing without the individual. The individual behind the organization is the key that makes the organization effective. The State officers or State boards cannot get the job done without the individuals in each district. When you talk with your legislator, be sure you understand the budget system of your State and who the individuals are that serve on the budget committee. Don't send your legislator mimeographed letters. It's not very effective.

The Senate is a smaller group, is more powerful and a closer-knit group. It is important to know your legislators. It's most important that you keep your association informed. Be tolerant to your legislator. You owe him common courtesies. Seek support of their organization! There are many that will have some or at least indirect interest.

The most effective lobbyists are people who support you when you are running for office. People who get involved in the process are the ones legislators listen to. Common courtesies will suffice, realizing he is a busy man.

I commend you for looking at this area. It is an area that is so often misunderstood.

SPEAKER: Don Magruder, Executive Director, Florida School Boards Association, Tallahassee, Florida
TOPIC: Legislative Lobbying: A View From the Galleries

I bring you greetings from the Sunshine State. If you haven't visited there yet this winter I suggest that you leave immediately after this session. We are lobbying the legislature for money.

I was certainly glad to see that you dubbed this meeting as a "working conference" and not a convention. Conventions are something a lot of people leave behind when they go on one.

Also, I found the title for this part of the program quite "catchy"—"A View From the Galleries." If you do your lobbying from the galleries of the legislature, and some do, it's too late for yout to accomplish anything.

I want to talk to you today about how an organization can become an effective lobbying group. I am an experienced lobbyist. My credentials are strong.

Let me prove it to you. In our state in one year, I lost the fight against collective bargaining in education, the school boards were weakened by a law requiring parent advisory committees, and a public disclosure law was passed in which all of my members were required to disclose their income tax forms in order to stay in office. That year I received a raise in salary. Now, that's lobbying!

How can an organization, such as yours, become an effective lobbying organization?

Let's look at the word "lobby" first. Many people in education especially professors, dislike the word "lobbying." The word carries an evil connotation. Let your learned minds now picture the typical "lobbyist" stereotype—yes, that's right, it is the man dressed in a suit and tie (remember, it's the stererotype that your picturing, not Title IX), heavy set, cigar, money protruding from every pocket, standing in the halls of the legislature, saying "Psst." This stereotype has caused many organizations to identify their representatives engaged in lobbying as legislative liaison, "Level II, I, or Chief." I always worry about a legislative liaison person. I wonder if he or she has ever been successful in passing a law, or more importantly, in killing most of them. The word "Lobbyist" is not a dirty word. No matter what your organization calls you, the legislators, themselves, call you a "lobbyist."

Your organization has three main goals with respect to lobbying.

1. Pass "good" legislation. "Good" legislation is made up of your bills.
2. Kill "bad" legislation. "Bad" legislation is the enemy's bills.
3. Turn "bad" legislation into "good legislation." Usually this is done through watering it down by amendments until it is relatively harmless.

The way in which you reach your organization's lobbying goals is through establishing a legislative program, organizing your lobbying campaign and "following through." That's a physical education term.

Most educational organizations are really great at developing a legislative program. This is always accomplished very democratically. You have meeting after meeting, at the "grass roots" level. All members have a great deal of input. As you go "up the organization," the leaders add other items. Pretty soon you have a nice, large "legislative program" which is akin to a Sears Roebuck wish book. After each item, you include a lengthy explanation including supporting appendices. It is a document of which to be proud. Nobody reads it.

And "educationese?" I've seen educational legislative programs from professional groups such as yours that contain enough "educationese" to pass every doctoral student at a major university. We talk to each other so much that sometimes we believe that even people talk like us. A few years ago the worst spectacle of lobbying that I have ever seen was performed by the Chancellor and Vice Chancellor of the Florida Board of Regents. It deteriorated when it became the Deans' turn to speak. During this enterprising evening, we were able to get three of our bills introduced, just outside the door, collaring the legislators who were escaping. If you can't talk or write without using "educationese," hire an elderly third grade teacher. The third grade teacher writes on a level that the legislature can understand.

Keep your legislative program short. One page, if possible. Select the 5 or 6 items that are really of major concern and concentrate on them. After making your complete package available to the legislators, work on only one item at a time with one legislator. Find a champion for each one of your proposals.

I am going to gloss over, briefly, the Mechanics of lobbying. We have all heard them before. Then I am going to tell you how to pass and kill bills.

The experts tell you that you can influence legislation through the following methods of communication:

1. Testimoney at Public Hearing
2. Telephone Campaign
3. Letter-Writing Campaign
4. Telegrams
5. Office Visits
6. Invitations to Speak

Let's look at these one at a time.

1. Testimony at Public Hearings. People will tell you that preparing position papers and presenting testimony at Committee hearings is a top-notch method of influencing legislation. I have one thing to say about this. If the legislative committee is planning on taking a vote on the bill at the committee hearing, and they usually are, if I don't know the vote of each member of the committee, *before* they came to the committee meeting, I am not doing my job. Committee Testimony is window dressing, designed to provide the committee members with an excuse to vote either for or against the bill, depending upon his or her mind set prior to coming into the meeting. What is much more effective is having two or three, or even one of the legislator's respected constituents from his home town, and who has talked to him on the subject that day, sitting in the audience staring at him. Or her. My, all the words in the world, all of the erudite position papers ever devised go straight down the drain under the strong, unblinking glare of a home towner.

There are a few, isolated times in sub-committee or committee meetings when changes can be effected. That is when legitimate questions come up which the committee members really need answers to, and there are creditable lobbyists or citizens in the audience who can answer the questions—and, significantly change the legislation in the process.

The Telephone Campaign. Telephone calls can be an effective means of lobbying. The organization seeking to effect change can help their situation by having members call their legislators, provided such calls are timely. The most effective telephone action is (1) from the legislator's own constituents, (2) the caller must be knowledgeable so that he or she can answer indepth questions, and (3) the telephone calls must not appear to be the result of an organized campaign. Sheer numbers of telephone calls, the so-called "saturation process" will turn off legislators quicker than anything I know. This is the tactic that is most often used, with the exception of mailgrams or telegrams. Telephone callers during the legislative session should not insist on talking directly with the legislator. Ask his secretary or aide to give him a message if he is not available at the moment. During the session, if you leave a call-back, don't expect your call to be returned unless you have made a campaign contribution.

The Letter Writing Campaign. One of the most abused of all lobbying techniques is the letter writing campaign. Organization form letters immediately get file 13, with no consideration. Letters that use the same language deserve and get the same treatment. The most effective letter writing campaigns are handwritten or neatly typed, short letters on plain stationary. The letter writers should all use their own personalities in drafting the letter. I can tell you, plainly, that hundreds of prepared form letters or post cards are not even counted by the secretary.

Telegrams. As with letter writing, the telegram or mailgram campaign can be effective if the authors choose their own language and send the telegrams during the week the legislation is being heard.

Office Visits. Your legislator is a public servant. The only problem is, he doesn't feel much like a public servant. You'd better not treat him or her like one. He also has one advantage that you don't. He can vote for or against your bill.

If a contingency from your organization is going to visit a legislator during the days of a hectic session, plan ahead. Make an appointment. Do not expect your legislator to drop everything just to talk with you. He or she only does that for the president of the Senate, the Speaker of the House, the Governor, or possibly the Chief Fund Raiser from back home. I have led all kinds of groups to office meetings, and many people believe that the legislator *owes* him or her a face to face visit and they get their back up and claws out when it doesn't materialize. This feeling of hostility is quickly transmitted to the Legislator who doesn't look upon it kindly.

If you *do* get to see the legislator, have a spokesperson ready. Present your case quickly. Be clear and concise. Be perceptive about the legislator's mood. If he wants to talk, let him talk, but gently guide him back to the subject. Know, thoroughly, what you are talking about so that you can intelligently answer questions. Be perceptive about terminating the interview. *You* terminate it, don't leave it to the legislator.

While we are in the legislator's office, here are some other techniques that work well. Get "in" with the legislator's secretary or aide. Maybe I should rephrase that. We lobby the secretaries, aides and committee staffs *more* than we do the legislators themselves. We take them to lunch when things get hectic.—About three-quarters of the way through the session, on Friday afternoon after the legislators have gone home for the weekend, we take them to a long lunch. Prior to the session, we take them on a weekend fishing trip. Don't offer anything like this until you know them well, however. It is not supposed to look like a bribe. At these luncheons or on the fishing trips *do not* bring up any business. If they do, fine, discuss it.

Speaking Engagements. A good way to get key legislators familiar with your organization is to invite them to attend your meetings and to address your conferences. You can do a great deal of lobbying at your meetings. A few years ago we carried this process to its zenith. We were able to convince the House and Senate education committees to call their official committee meetings *at our convention.* Our folks then addressed them with our concerns in public hearings. This coup lasted only two years because of accusations of "prejudice" from our adversaries. Oh, but what a two years!

If you invite legislators to your meetings, treat them like "VIPs"—even the lowliest one. Remember, a vote is a vote!

How should your association design a plan for effective lobbying?

Association executives whose assignment is to lobby on behalf of the association is an excellent method of lobbying. I say that because I am one and earn quite a bit of my salary from it. Even though I'm prejudiced—in the field of public education any other method except use of membership, would give rise to criticism. A contract lobbyist or "hired gun" in the field of public education is not nearly as effective as an association representative. The hired gun also represents other interests and everybody knows it. He is a mercenary. An association representive is looked upon as a "person with a cause." And if the cause is public education—all the better.

It is most advantageous to have a representive on hand, full-time at the state capital. The best time to affect legislation is while it is being drafted. This is usually months before the legislative session starts. There is no major legislation in public education that is "dropped into the hopper" without my organization being called by the committee staff to review it and to offer suggestions concerning it. Do you know why they call and involve us? Because they know that our organization can kill the bill, or at least, can turn it into pablum through amendments. They know that we can do this because we have a hard working, close-knit organization that reaches every large city and tiny fishing village from Key West to Pensacola. We have at least one school board member from every school board in the state on our legislative committee. They all know that they can expect midnight telephone calls from me anytime during the legislative session. Our school board members will drop everything to come to Tallahassee at critical times to "stare" at their legislators when votes are taken. The key to success is constant surveilance and super communications with the membership.

I want to save some time in order to offer some constructive suggestions tailored toward improving your particular association's lobbying efforts which I hope will be developed through your questions and discussion. I will close out with some "lobbying truisms," and then we can go on with a discussion.

1. Even though you hate a legislator, be friendly and never let him know it. Your worst enemy legislator will vote for some of your bills by mistake, if for no other reason.

2. Never criticize a legislator for making up his or her mind to vote against your bill. The legislator will vote in your favor tomorrow. Don't make enemies among legislators.

3. If you are put on the spot and must lie to a legislator to save your bill, let your bill go down the drain. A lobbyist who lies or who tells only half-truths is "washed up." Even if the truth hurts you, the legislator still might vote for you. But if you ever lie to a legislator, immediately make plans to move to another state.

4. After much effort, if you can't do anything with your home town legislator get a new one.

5. If you do not like a bill and plan on opposing it, never, never let it come as a surprise to the legislator-sponsor at a committee hearing. Contact him or her first and voice your specific objections to the bill. Often the legislator will work with you to remove your objections. If the basic philosophy of the entire bill is onerous to you and it can't be cleaned up, inform him that you are going to oppose it and give reasons why. Trust me, if you don't do this you have made an enemy—and you can't stand to have enemies who are legislators. Nobody likes to be "sandbagged." The legislator will understand opposition, and he will live with it, but he doesn't want any surprises before committees.

6. You can't lobby sitting in the gallery. When your bill hits the floor, it's usually too late to do anything about it. Stay handy, however, when your bill is being discussed. You may need to send in an amendment, if you have time. We concentrate on having at least one "champion" on the House and Senate floor. As registered lobbyists we are not permitted on the floor. Our extension is there, though, working the floor for us just as if we were there in person.

7. Get to know as many legislators as possible. Look upon each new legislature as you do a new class of students.

8. And, finally, memorize the motto of the lobbyist:

"I'm careful of the words I say,
To keep them nice and sweet,
I never know from day to day,
Which ones I'll have to eat.

SPEAKER: Marjorie Blaufarb, Editor, *Update* and Director of Public Affairs, AAHPER, Washington, D.C.
TOPIC: AAHPER Public Affairs/Legislative Update

The State level is the most important level for you. We have no national investigator to tell us what to teach. On the national level, it is not like you heard this afternoon from the senator and the director of school boards. On the national level it is a much slower pace. We answer Congressmen, we work with other education groups. Teacher centers are going to be useful to you—make sure your group is represented. Make contact with various departments of education. Regulations are very important on the national scene.

Most money goes in block grants to the State and is distributed by the State for all areas.

SPEAKER: Dexter Mills, Garrett Middle School, Austell, Georgia
TOPIC: Congressional Action Network

These are some suggestions that I found helpful in developing a public affairs network:

1. Use your congressional divisions from within your state.
2. State Public Affairs chairpersons should secure and distribute a copy of all the schools within the congressional districts to each of the district chairpersons.

3. Mail out "Professional Register Forms" to ALL the schools in your district (at least 4 per school). (The form should request name, school and home telephone numbers, school name and address, grade level taught.)
4. The easy part . . . Wait! When you began to receive responses, file them in a notebook in this fashion:
   - A. By counties (alphabetically).
   - B. Then by teaching levels (elementary, jr./middle, high school, colleges and universities).
   - C. Designate a county coordinator and a coordinator for each teaching level within the counties.
   - 4. DO NOT UNDERESTIMATE YOUR ABILITY . . . BE PLEASANTLY PERSISTENT!!!

Each State needs to budget a minimum of fifty cents per school for communications. This will include the cost of stamps, envelopes, paper, etc.

SPEAKER: Margaret Coffey, President-Elect, AAHPER, University of Massachusetts, Amherst, Massachusetts
TOPIC: Good Communications—Putting It All Together

Dr. Coffey discussed information relating to the following three topics:

1. AAHPER Executive Director—is voted on by the Alliance Assembly and a new director will be selected in 1979;
2. AIAW—should they be allowed to separate from NAGWS; and
3. Development program at the new Alliance center.

State Presidents

PRESIDER: Miriam Collins, President, SDAAHPER, University of Montevallo, Montevallo, Alabama
RECORDER: W. L. Carr, Past-President, SDAAHPER, University of Southern Mississippi, Hattiesburg, Mississippi

All thirteen State Presidents met to discuss their problems and their successes. Each State President shared copies of his/her annual report with the other persons in attendance.

State Presidents-Elect

PRESIDER: Clyde Partin, President-Elect, SDAAHPER, Emory University, Atlanta, Georgia
RECORDER: Jerry Shelton, Floyd Junior College, Rome, Georgia

Each State president-elect was requested to briefly describe some items or projects of a unique or unusual manner which may be helpful to other states. A capsule report for each state is as follows:

Betty Coles–Arkansas

1. Working on a series of certification workshops for teachers in physical education.
2. Attempting to get the state law requiring physical education in all secondary schools enforced.

Irma Caton–Texas

1. Conducting an elaborate pre-planning program for the State convention.
2. Attempting to secure separate certification for teachers in dance education.

Charlene Thomas–Mississippi

1. Working on a new certification plan for teachers in physical education.
2. Attempting to improve the attendance of secondary school teachers at the State convention.

David Scogin–Louisiana

1. Working on a plan to produce specialists in physical education at the elementary level.
2. Developing proposals to create programs to train individuals to teach the handicapped.

Lonnie Davis–Kentucky

1. Developing a plan for separate certification in health education, physical education and recreation.
2. Developing a proposal for the certification of athletic coaches.
3. Developing a plan to include separate certification for elementary and secondary teachers.

Lorraine Redderson–South Carolina

1. Developing a proposal for the certification of athletic coaches.
2. Sponsoring a series of spring workshops.
3. Scheduling monthly meetings of the Board of Directors.

Lee Allsbrook–Tennessee

1. Establishing a series of workshops throughout the State.
2. Working with a series of demonstration schools in physical education throughout the State.

Ruth Spear–Virginia

1. Establishing a series of workshops for elementary and secondary teachers.
2. Developing an articulation plan between junior and senior colleges.
3. Attempting to get private school people interested in the Association.

Milton Wilder–Alabama

1. Establishing a new system of publications—journal—one publication per year, newsletter—monthly publications.
2. Completing an elaborate communications network.
3. Establishing a working relationship with the Alabama Recreation Association.

Jerry W. Shelton–Georgia

1. Working on proposed changes of the structure of the State association.
2. Considering the establishment of a series of workshops throughout the State.
3. Developing a plan to establish a series of liaison relationships with other related organizations and associations in the State.

NOTE: The states of Florida, Oklahoma and North Carolina did not have representatives at the meeting.

State Vice Presidents-Elect for Health

PRESIDER: Marion Carr, Vice-President, Health, SDAAHPER, University of South Carolina, Columbia, South Carolina

RECORDER: Marion K. Solleder, Past Vice-President, Health, SDAAHPER, University of North Carolina, Greensboro, North Carolina

Ten states were represented at the meeting by their vice president-elect or his/her representative. Happenings in health education in the various states were discussed, with both progress and concerns expressed: More states are ending dual certification or are moving in that direction, several states are increasing or improving the health taught in the schools, Alabama has appointed a health coordinator in each school—the latter is of concern as it may be interpreted as the health education program by some school systems.

Suggestions were made for strengthening the health programs at State conventions: increase the number of programs, concentrate their scheduling and provide programs to meet needs of health educators and others who may be teaching health.

Southern District Health Division continues to seek ways to help the State associations strengthen their health impact. Workshops were suggested as one means of doing this.

State Vice Presidents-Elect for Physical Education

PRESIDER: Rachel Greel, Vice-President, Physical Education, SDAAHPER, University of Arkansas, Pine Bluff, Arkansas

RECORDER: Jane B. Moore, Past Vice-President, Physical Education, SDAAHPER, Auburn University, Auburn, Alabama

The meeting consisted of a discussion of the following problems and issues in physical education at the State level:

1. Public Law 94-142;
2. Physical education and coaching;
3. Coaching certification; and
4. State physical fitness testing.

State Vice Presidents-Elect for Recreation

PRESIDER: Clifford T. Seymour, Vice-President, Recreation, SDAAHPER, Southern University, Baton Rouge, Louisiana
RECORDER: Ronald Hyatt, Past Vice-President, Recreation, SDAAHPER, University of North Carolina, Chapel Hill, North Carolina

The following topics were discussed during this meeting:

1. Public support and participation urged for and in P.L. 94-142. Recreation leaders are urged to take an active part in supporting this law and P.L. 95-135.
2. We need to work with allied health agencies and other areas to promote this program.
3. Accreditation in recreation is still a very current concern and accreditation processes have been established.
4. The problem of securing the names of vice presidents of recreation for each State was stressed.
5. The program was reviewed and the Delegate Assembly Representatives elected and their duties were reviewed.
6. The possibility of returning to establishing section leaders under each major division of recreation was discussed.
7. The need to obtain copies of all addresses was stressed by President Seymour.
8. The possibility of a stand by the Recreation Division on ERA was discussed. The Recreation Division took a straw vote which passed.

State Public Affairs/Legislative Chairpersons

PRESIDER: David Harris, Kennesaw Junior College, Marietta, Georgia
RECORDER: Dawn Wilson, University of Southwestern Louisiana, Lafayette, Louisiana

A representative from each state presented information on that state's public relations activities. Information was also presented on the public affairs/legislative efforts in each state.

State Treasurers

PRESIDER: George Anderson, Executive Director, AAHPER, Washington, D.C.
RECORDER: Edgar W. Hooks, East Carolina University, Greenville, North Carolina

Dr. Anderson presented the following points in his discussion of the functions of association treasurers.

I. Primary Functions
  A. Receive and deposit money.
  B. Disburse money in keeping with the budget.
  C. Keep complete records of all financial transactions.
  D. Make regular financial reports to the executive officers.
  E. Develop a recommended budget—
    1. Association budget—total budget.
    2. Convention budget—separate budget incorporated into overall budget.
    3. Philosophy varies on purpose of convention in relation to making money or serving people without concern for profits to be expended in other association programs.

F. Invest monies not needed in cash flow.
G. Know tax laws of the State that pertain to the association in relation to non-profit status for postage and tax purposes.
H. File reports related to tax status.
I. Develop and recommend policies for governing fiscal operations.
J. Develop guidelines for insurance and liability programs—
    1. Know liabilities of the association.
    2. Establish short-term coverage for conventions.
    3. Consider incorporation for protection of officers.
K. Develop procedures for handling money that insure proper control at all times.
L. Have books audited each year with an audit committee report to the association.

II. Other Functions
    A. Seek outside funding through grants, projects, donations.
    B. Promote membership.
    C. Supervise membership and registration at the annual convention.
    D. Have a part in commercial exhibits, advertising, etc.
    E. Keep back-up material on all actions and decisions involved in fulfilling the job description.

SPECIAL MEETINGS

First General Session

PROGRAM

Presiding	Miriam Collins President, SDAAHPER
Invocation	Ned Warren Secretary-Treasurer, SDAAHPER
Welcome	David H. Pryor Governor of Arkansas Winston Bryant Arkansas Secretary of State George Moore President, Arkansas AHPER
Greetings from the Alliance	Margaret Coffey President-Elect, AAHPER
Introduction of Guests	Miriam Collins President, SDAAHPER
Necrology Report	Joanne Kemp Chairperson, Necrology Committee
Presentation of SDAAHPER Honor Awards	Ruth Reid Chairperson, Honor Awards Committee
Presentation of SDAAHPER Service Awards	Mabel Robinson Chairperson, Service Awards Committee
Presentation of SDAAHPER Presidential Awards	Miriam Collins President, SDAAHPER
Introduction of Speaker	Miriam Collins President, SDAAHPER
Keynote Address: "Ten-Four, Good Buddy"	Celeste Ulrich Past President, AAHPER

NECROLOGY REPORT

The Necrology Committee of Southern District AAHPER reports that five states, Arkansas, Kentucky, Louisiana, Mississippi and Oklahoma, reported no deceased members of the profession during the past year. Losses in the other states were as follows:

ALABAMA

BETTIE M. SMITH
1914-1977

Dr. Bettie M. Smith, Chairperson of the Department of Health, Physical Education and Recreation at Stillman College, a native of Knoxville, Tennessee, received the B.S. degree from Tennessee State A & I University, the M.S. and Ed.D. degrees from New York University. She worked in the field of public education before joining the Stillman family in 1971. Prior to joining the Presbyterian College, she was Principal of the Harrison Junior High School in West Point, Georgia. She was listed in numerous "who's who" publications including International Biographies, Personalities of the South, Who's Who in the Southeast, Who's Who Among Women in American Education and Outstanding Community Leaders. Dr. Smith was a member of New Hope Baptist Church in Dalton, Georgia where she served for some time as Minister of Music and Director of the Senior Choir. Her fraternal affiliations included Alpha Kappa Mu, Tennessee A & I University; Pi Lambda Theta, New York University; Dalton Lodge No. 230 Order of Eastern Star, and Alpha Kappa Alpha Sorority.

Dr. Smith was a very energetic and hard worker. She was very instrumental in the establishment of a women's athletic program at Stillman.

FLORIDA

EDWARD H. CUBBON

• Edward Cubbon, a teacher at FSU since 1954, died in May, 1977. "Eddie" had suffered a severe heart attack while on an internvisiting trip in south Florida in February.

As a prepster, Eddie was an all-state basketball player in West Virginia and was also one of the all-time greats in West Virginia University basketball history. For 20 years he taught, coached, directed departments of physical education, and served as athletic director at Morgantown University High School at California (Penna.) State College, and at Morris Harvey College. He came to Florida State University in 1954. While at FSU Ed served at various times as Athletic Business Manager, Director of Athletic Development, varsity tennis coach, Director of Intramural Activities, women's varsity basketball coach, and as a highly regarded faculty colleague in physical education.

From the time of his joining the faculty at FSU, Ed was actively involved in professional efforts on the state, district and national levels. His years of service in Florida were recognized in 1970 when he was presented with the FAHPER Honor Award.

Edward Cubbon is survived by his wife Mina Cubbon.

WINFIELD SCOTT ANGUS

• Winfield Scott Angus passed away on May 10th in Miami.

From 1932 to 1943 he was Director of Physical Education and coach of varsity sports at Eastern Illinois State University in Charleston. Mr. Angus also served at the University of Illinois in the physical education department as instructor in the V-12 and Army Specialized Training Program. A native of New Jersey, Scott went to Miami in 1945 and was Director of Physical Education at Miami Senior High School until his retirement in 1960. He was president of the Dade County Health and Physical Education Association 1947-48, and president of the Dade County Retired Teachers Association 1961-1963. Mr. Angus was named as an Honorary Life Member of the Florida Association for Health, Physical Education, and Recreation in the Florida Association for Health, Physical Education, and Recreation in 1964. He was an active member of Phi Epsilon Kappa and Phi Delta Kappa.

The Miami Alumni Chapter of Phi Epsilon Kappa recently recognized the outstanding service of Scott Angus by presenting the R. R. Schreiber Distinguished Award to him; they also renamed their annual award as the W. Scott Angus Award for the Outstanding Physical Education Major Student.

Scott Angus is survived by his wife, Evalene, of Miami, and a sister, Madelyn Angus, of New Jersey.

THEO J. BLEIER

- On September 29, 1977 on his 72nd birthday, Ted Bleier passed away. Funeral services were attended by a large number of Ted's co-workers in the fields of health and physical education in the Dade County Public Schools.

A native of Wisconsin, Ted came to Miami in 1926 to enter the University of Miami as a member of the first student body. He was a member of the first football team there and played varsity ball for four years serving as Captain in his senior year.

His teaching career began in 1930 at Ponce de Leon Junior High School and Homstead High School from which assignment he was appointed the first Supervisor of Health and Physical Education for the Dade County Schools in 1941. In 1941 Ted received his Master's Degree in Administration and Supervision from George Peabody College for Teachers in Nashville, Tennessee. He was Supervisor of Health and Physical Education for the Dade County Public Schools from 1941 until his retirement in 1969.

Ted served as president of the Florida Association for Health, Physical Education, and Recreation in 1949-50. He received the FAHPER Honor Award in 1956 and the SDAHPER Honor Award in 1966. In 1960 he served as the convention manager for the 75th Anniversary National Convention of the AAHPER held in Miami Beach. Mr. Bleier was a member of Sigma Chi, Phi Delta Kappa and the national honorary health and physical education fraternity, Phi Epsilon Kappa.

WILBUR J. HOSKINS

- Wilbur J. Hoskins, athletic director at the University of Florida's P. K. Yonge Laboratory School and teacher of physical education there for the last nineteen years, died at his home on October 4th of cancer.

Mr. Hoskins was born in Morgantown, West Virginia and attended West Virginia University where he received his bachelor's and master's degrees. He taught physical education and coached at Elkhorn, West Virginia, and Lexington, Kentucky, before accepting the position in Gainesville in 1958. At P. K. Yonge he was the baseball and basketball coach before becoming the athletic director in 1975. During World War II Will served as physical fitness officer in the Air Force, leaving active duty in 1946 with the rank of major; he was in the reserves for twenty years.

Will was a teacher and coach for 37 years. He was named coach of the year in the Suwannee Conference several times for baseball and basketball, and was awarded honorary life membership in the Florida Athletic Coaches Association in 1970.

Will is survived by his wife, Mrs. Helen Friedman Hoskins; a daughter, Marsha Hoskins of Mt. Airy, N. C., a son, Michael, of London, England; a sister, Mrs. Florence Taylor of Morgantown, and three grandchildren.

R. HENRY LAMAR

- R. Henry Lamar died on May 2nd in Ft. Lauderdale. Mr. Lamar was born in Anderson, Indiana. He earned his master's degree in physical education from Indiana University.

He taught physical education and coached football at Roosevelt High School in Lake Wales before moving to Ft. Lauderdale in 1951. He was a teacher and a coach in the Broward County Schools, and also worked for the City Recreation Department. He contributed substantially through educational and fraternal affairs to civic improvement.

Mr. Lamar leaves a son, Ronald Lamar, of Ft. Lauderdale; a mother, Mrs. Olivia Lamar of Anderson, Indiana; and many other relatives and devoted friends.

DOROTHY THOMASON

• Dorothy Thomason passed away this past summer. She had retired recently after many years of teaching, first as a physical educator and then as a health educator at Ada Merritt Junior High School in Miami. Mrs. Thomason was most active in getting public school people involved as FAHPER members, and was responsible, with others, for the first FAHPER Working Conference. Dorothy was President of the FAHPER 1952-53. The Association Honor Award was granted her in 1953 as an expression of the esteem in which she was held by her fellow workers and membership throughout Florida. She was influential in steering many of our current top professional leaders to the field of physical education, and she is remembered with affection for her warm welcome to many newcomers to the profession and to the state.

HARTLEY PRICE

• On September 28, Hartley Price died. He was perhaps one of the most prominent figures in American gymnastics.

He served as gymnastics coach at the University of Illinois between 1927 and 1948, and at Florida State University from 1948 through his retirement in 1971.

Dr. Price received two Fulbright Professorships in Gwalior, India and Bogota, Colombia. Contributing to the literature of his field was also a career-long commitment of his, and, in addition to some sixty periodical articles, he authored standard textbooks on gymnastics and tumbling, intramural sports, and programming in physical education.

Hartley's service contributions to physical education and athletics were extensive, and he received numerous awards and honors from various organizations and representative bodies in these two areas. Prominent among these recognitions were his induction into the Helms Hall of Fame, his 20-year membership on the United States Olympic Gymnastic Committee, and his retirement title as a Florida State University Professor Emeritus.

CATHARINE SAMPLE

• Catharine Sample passed away on Saturday, August 27th.

Catharine was born in Indianapolis, Indiana. She was graduated from Butler University in mathematics and English, and later received her MS degree from Columbia University in physical education.

Mrs. Sample moved to Miami with her husband, Herbert, and was a pioneer in women's tennis in South Florida and throughout the nation. She served as Vice-Chairperson of the USTA Women's College Championship Committee, was a leader of the South Florida Women's Tennis League, and was Chairperson of the Florida Tennis Association Women's Ranking Committee. The FTA honored her as its "Woman of the Year" in 1962 and 1970. A ranked tennis player most of her life, she won the USTA National Public Parks Women's Doubles Championship with Marta Baratt. Last year she placed second in the USTA National Singles Championships for women 60 and over.

Catharine Sample taught physical education in the Miami public school system for nineteen years at Miami High School, Miami Edison High School and Ponce de Leon Junior High School. Later she headed the Women's Physical Education and Intramural Departments at the University of Miami. After her retirement from the University she served as an instructor and director of tournaments at the Continental Tennis Center. Catharine was actively involved in professional efforts on the local, state, and national levels. In 1942-44 she served as the FAHPER President. Her years of service in Florida were recognized in 1957, when she was presented the FAHPER Honor Award.

•*The Florida Journal*, Florida JOHPER

GEORGIA

MARTIN P. ALLMAN

Martin P. Allman of Macon, Georgia died October, 1977. At the time of his death Mr. Allman was serving as Assistant Coordinator of Physical Education and Athletic Program for the Bibb County Schools.

Mr. Allman, a native of Harrison County, West Virginia, had lived in Macon for the past twenty years. He coached basketball at Willingham and Lanier High Schools in Macon. He also coached at Crawford County and Moultrie High Schools in Georgia.

In 1977, Mr. Allman received the Service to Sports Award from the Macon Hall of Fame.

HARRIETTE L. DONAHOO

Friends and associates paid tribute to Harriette L. Donahoo at a memorial service on the Georgia College campus, Sunday, October 2nd.

Miss Donahoo received her Bachelor of Science degree from the University of Montevallo (formerly Alabama College) in 1940 and her Master of Arts degree from Teachers College, Columbia University in 1949. She taught physical education for girls in the public schools of both Leeds and Bessemer, Alabama, before being employed as an Associate Professor of Health and Physical Education at Auburn University in 1942. In 1964, she went to Georgia College, Milledgeville, as an Associate Professor of Health and Physical Education, a position which she held until she became Assistant Dean of Students in charge of student activities in 1967. In addition to her teaching career, she served as Head of Waterfront at Camp Sequoya, Bristol, Virginia, and as Program and Assistant Director of Camp Chattooga in Georgia.

For thirty-seven years, Miss Donahoo was active in state, district and national professional organizations. Among her many recognitions, she served as President of the Alabama State Association for Health, Physical Education and Recreation, 1952-53; initiated the ASAHPER Honor Award; was National Director of Student Services in Alabama and Georgia; was DGWS Representative for Alabama, directed the WSI Training program for the American Red Cross in Alabama and Georgia; and served on the Revision Committee on "Curriculum Framework for Georgia Schools."

The honors extended to her for her services included the ASAHPER Honor Award and the Academy of Aquatic Art Honor Award. She was listed in Personalities of the South and was a member of the National Honorary Societies: Pi Gamma Mu, Pi Lambda Theta, Kappa Delta Pi.

Possibly Miss Donahoo's greatest contribution came through the area of aquatics and aquatic art. She directed numerous groups in synchronized swimming and water ballet throughout her career and was an active member of the International Academy of Aquatic Art.

The Georgia College Alumni Association has established a memorial scholarship in Miss Donahoo's name which will provide students, who demonstrate leadership capacities, to study at Georgia College. In addition, a plaque is in the Georgia College Union Building inscribed: "Donahoo Student Lounge in Memory of Harriette L. Donahoo, Assistant Dean of Students, 1964-1977."

MARY LUNDAY SOULE

Mrs. Mary Lunday Soule, Professor Emeritus at the University of Georgia died on September 7th. A native of Clarence, Mississippis, she had lived in Athens for 52 years. She was educated in the public schools of Louisiana, the University of Wisconsin, Teachers College, Columbia University, and Mills College.

Mrs. Soule became professor and head of the Department of Physical Education for Women at the University of Georgia in 1925. Her leadership in the Southern Association of Physical Education for College Women and the National Association of Physical Education for College Women was channeled through participation on the Historical Records Committee, the Nomination Committee, the Evaluation Committee, and the Program Committee. She received the SAPECW Honorary Award in 1961.

She served as President of the Southern District and the State of Georgia, American Association of Health, Physical Education and Recreation. Her leadership in state and regional associations was outstanding as she received both the Southern District Honor Award and the Georgia Honor Award. She was listed in Who's Who of American Women, was a member of Kappa Delta Pi, the Royal Society of Health, and International Union of Health Education.

Upon her retirement in 1960 she undertook major volunteer responsibilities in the Recording for the Blind, both locally and nationally. Her significant contributions to health and physical education will long be remembered at the state, regional, and national levels.

Survivors include a cousin, Mrs. Raymond Josephine Maller, Malta Bend, Mo; and a sister-in-law, Mrs. R. M. Soule, Athens.

NORTH CAROLINA

JACK S. BRAYBOY

Jack Brayboy died in Charlotte on September 1. Mr. Brayboy received the M.A. degree from J. C. Smith University and the Ed.D. from the University of Pennsylvania. He served J. C. Smith University as Instructor of Health and Physical Education. In addition he was Vice-President for Academic Affairs and the Vice-President of Administration at J. C. Smith.

He is survived by his wife, Jeanne; son, Jack S. III; and a daughter, Joyce.

ERIC DeGROAT

Eric DeGroat, professor health, physical education and recreation at Appalachian State University died January 7th.

Mr. DeGroat was born in Attleboro, Mass. He received his professional training at Springfield College, Boston University and New York University. Before joining the Appalachian State University faculty in 1959, he taught in the Washington Public Schools and was an Assistant Professor of HPER at North Carolina State College, Raleigh.

He is survived by his wife, Katherine and two sons, Eric B. Jr., and Stephen K.

GEORGENE E. DYE

Georgene E. Dye, a native of Albany, Georgia died in Greensboro on September 10.

Ms. Dye received the B.S. degree from Hampton Insitute, Hampton, Virginia and the Master's degree in Physical Education from N.C.C.U., Durham, N.C.

Georgene taught more than 25 years at James B. Dudley Senior High School, Greensboro, N.C. She was widely known and recognized for her excellent dance group which performed locally, statewide, and throughout the southeastern states in schools, colleges and for organizations.

TENNESSEE

GLENN A. JOHNSON

Glenn A. Johnson, 78, retired Memphis State University track coach, died March 25, 1977, following injuries sustained in a traffic accident.

Mr. Johnson coached the Southwestern baseball and track teams from 1951 to 1955 and was also the school's athletic director before resigning to coach and teach at Memphis State.

He retired from Memphis State in 1970. He was a past president of the Civitan Club, a board member of Youth Services and a member of Al Chymia Shrine Temple.

TEXAS

WANDA D. FERGASON

Miss Wanda D. Fergason, teacher in the Big Spring Public Schools, died March 21, 1977.

DORIS A. HORTON

Dr. Doris A. Horton, a member of the faculty in the Department of Health, Physical Education, and Recreation at Texas Tech University, died on March 4th of a brain aneurysm. Memorial services were held in Lubbock and burial was in Siloam Springs, Arkansas.

Dr. Horton received the Bachelor of Science degree from the University of Arkansas and the Master of Arts and the Doctor of Philosophy degrees from the University of Iowa. Before coming to Texas Tech in 1967, she taught from 1953 to 1963 at Hendrix College in Conway, Arkansas, and from 1965 to 1967 she was an Associate Professor at Sam Houston State University. She remained at Texas Tech except for two years during which she travelled and studied abroad.

Dr. Horton was active in research and presented numerous papers at professional meetings at the state, district, and national levels. She served as Secretary and Chairperson of both the Measurement and Evaluation Section and the Research Section of the Texas Association for Health, Physical Education, and Recreation. During recent years she conducted research on the unimatographic analysis of highly skilled performers in tennis, basketball, volleyball, and track.

At the time of her death, Dr. Horton was co-sponsor of both Delta Psi Kappa and the Major-Minor Club in HPER at Texas Tech University.

Dr. Horton was a competent teacher and researcher and a dedicated member of the TAHPER. Her untimely death has prevented her from reaching her maximum potential in the profession. She will be missed by her colleagues and friends.

LLOYD L. MESSERSMITH

Dr. Lloyd L. Messersmith, Professor Emeritus and former Chairman of the Department of Health and Physical Education at Southern Methodist University, died from a stroke on July 27. Services were held on July 29 at the Highland Park Methodist Church in Dallas. He is survived by his wife, Fae Elizabeth Messersmith, three daughters, and four grandchildren.

Dr. Messersmith was born in Francisco, Indiana, where he graduated from high school. He received the Bachelor's degree from DePauw University, the Master's from Teachers College, Columbia University, and the Doctor's from Indiana University. He began his teaching career in 1922 in a one-room rural school in Gibson County, Indiana. He taught the 7th and 8th grades in Francisco, Indiana (1923-24); taught history and coached basketball at Shortridge High School in Indianapolis (1928-30); and taught physical education, coached football, basketball, and baseball, and directed intramural sports and intercollegiate athletics at DePauw University (1930-45). He came to S.M.U. in 1945, where in addition to his teaching and administrative duties in health and physical education, he coached varsity baseball, took the official pictures of the football games, and served on numerous university committees. He relinquished his administrative duties in 1970 and retired from teaching in 1974.

Dr. Messersmith made significant contributions through participation in numerous professional associations. Under his leadership as President in 1955-56, the TAHPER held its first separate convention in addition to its meetings with the TSTA. He also served as President of the Indiana Physical Education Association; Indiana Intercollegiate Coaches Association; Southwest Section of the College Student Health Association; Southern District of the American Alliance for Health, Physical Education, and Recreation; S.M.U. Chapter of the American Association of University Professors; and the Men's Faculty Club at S.M.U. He was a Fellow of the American Academy of Physical Education; American College of Sports Medicine; National College Physical Education Association of Men; American Public Health Association; and the American Alliance for Health, Physical Education, and Recreation. He wrote numerous articles for professional journals and was the co-author of *Physical Education Handbook*, which has been a popular college text since 1951.

Dr. Messersmith received many honors in recognition of his achievements. In 1969 DePauw University recognized him as one of 25 former football lettermen who had gained eminence in their professions. In addition, he received the Honor Award from the TAHPER, Indiana AHPER, Southern District, and the AAHPER. He was an eminent leader in the profession and will be missed by his colleagues and many friends throughout the state and nation.

*The Texas Journal

SOUTH CAROLINA

KATHRYN L. NEEL

* Kathryn L. Neel passed away December 12 in Columbia.

She received her early education in the Columbia City Schools after which she attended Benedict College. She received the Bachelor of Arts Degree from South Carolina State College and the Masters Degree from Columbia University, New York City.

Her teaching career extended from the elementary level through the high school level. She taught at Waverly Elementary and was physical education instructor at Carver Junior High and C. A. Johnson High. At the time of her passing, she was an administrative assistant at C. A. Johnson High School where she had been employed since the opening of the school in 1949.

Included among her affiliations were: National Education Association, Alpha Kappa Alpha Sorority and Les Elites Bridge Club. She was a member of SCAHPER in good standing for years. She served as a member of the committee to revise the guide for teaching physical education, grades 7-12 in 1969.

Survivors are her mother of the home, a sister, Mrs. Naomi Jackson of Philadelphia, Penn. and many other relatives and friends.

**The South Carolina Journal*, SCAHPER Journal

VIRGINIA

BRUCE A. BLAND

Bruce A. Bland died June 21 in San Francisco. He was a May graduate of James Madison University, Harrisonburg, Virginia.

HONOR AWARDS

WILBUR L. CARR

Wilbur Lloyd Carr was born in Mars Hill, North Carolina. He is married to the former Nelle Brooks and has three children, Beverly, Lynn and Alan.

Dr. Carr holds degrees from Mars Hill Junior College and The University of North Carolina, Chapel Hill. His teaching experiences have been at the University of North Carolina, Chapel Hill, Furman University, Greenville, South Carolina, and the University of Southern Mississippi where he is the past chairman and currently professor in the Department of Health and Safety Education.

During his years in South Carolina Dr. Carr, or Ikey as his friends and colleagues know him, provided leadership with a vision of the future. He was active in smoking and health conferences, the South Carolina Heart Association, AAUP, PTA, and the Health Manpower Commission. His guidance was a strong force through his service to SCAHPER as Vice President and President. This Association presented him the Honor Award in 1970.

Dr. Carr's professional leadership has continued through the SDAAHPER in which he has been elected to serve as Vice President for Health, Chairman of the College Health Section, Chairman of Nominating Committee, member of Planning Committee for Research in School and Health, and most recently as Southern District President. The 50th Anniversary Convention Program, SDAAHPER, which took place during his term as president will be remembered as an outstanding culmination of fifty years of progress.

Since returning to Mississippi in 1971, he has served as Chairman of the Task Force for Improvement of Health Education in Mississippi Schools, health editor of the Journal of

MAHPER, member of Mississippi Alcohol Consortium, consultant to AMA Conference on Physicians and Schools, member of executive council of Association for the Advancement of Health Education, and editorial board for School Health Review.

Dr. Carr's professional writing can be found in the Journal MAHPER, Journal SCAHPER, and includes S. C. Guide for Teaching Health, Grades K-12.

His many students attest to his excellence as a teacher, his example as a Christian gentleman, and his skill as a tennis and badminton player. His colleagues hold him in high regard as an administrator, leader, and friend. For his many contributions to young people and the professions of Health, Physical Education and Recreation, the Southern District AAHPER is pleased to name Wilbur Lloyd Carr a 1978 Honor Award Recipient.

RALPH HARRY JOHNSON

Ralph Harry Johnson, New York native, was educated in the public schools of that state, received the B.S. from Cortland State College and the Master's and Doctoral degrees from Syracuse University.

During his forty years in the teaching profession, he has held positions as a high school teacher and coach in New York, teaching assistant at Syracuse, Navy V 12 and ASTP instructor at the University of Illinois, assistant professor at Washington State University, Specialist to the Ministry of Education, Bangkok, Thailand, associate professor, University of Illinois, and chairman of departments at University of Alabama, Cortland and University of Georgia. He retired from the University of Georgia in August, 1977.

Dr. Johnson has chaired many commmittees in Illinois, Alabama, New York, and Georgia associations. He was elected President of professional associations in Illinois and Alabama, Vice President for Physical Education, Midwest District; Vice President General Division, Southern District and Chairman College Physical Education, AAHPER. He has served with distinction on some thirty regional and national committees and councils. Included among these have been Governor's Conferences on Youth Fitness, National Council on International Relations, preparation and evaluation of Health and Physical education teachers, Councils on Accreditation and Certification, ETS Physical Education Knowledge Test Projects, and AAHPER Knowledge and Understandings Project.

In addition to serving on the Editorial Boards of the Physical Educator and JOHPER, Dr. Johnson has been a prolific contributor to the literature in Physical Education. Journals in which his articles have appeared include the Research Quarterly, JOHPER, Safety Education, Scholastic Coach, The Physical Educator, Teacher Education, Educational Administration and Supervision, and CPEAM. To this list can be added co-authored books including INTRODUCTION TO PHYSICAL EDUCATION, HEALTH EDUCATION AND RECREATION, RESEARCH METHODS IN HPER, MANUAL OF HOMEMADE EQUIPMENT AND MINOR GAMES, AND KNOWLEDGE AND UNDERSTANDING IN PHYSICAL EDUCATION.

While serving his chosen profession in this distinguished manner, Dr. Johnson found time to participate in the leadership of his church as a member of the Board of Deacons, and on boards and commissions of the YMCA, Boy Scouts and Community recreation groups.

For his tireless service to the endeavors of the profession, for recognition as a designer of teacher education curricula, and for his expertise as an author, it is with pleasure that the Southern District AAHPER names Ralph Harry Johnson as an 1978 Honor Award Recipient.

RICHARD K. MEANS

Richard K. Means, Professor of Health Education at Auburn University, was born in Morristown, Indiana, and attended public school in Wisconsin and Nebraska. The University of Minnesota awarded him the Bachelor and Master degrees. The Doctorate degree was received from the University of California, Los Angeles.

From 1952-54, Dr. Means served as a lieutenant in the United States Air Force. Following his military service he taught in the public schools of California, at the Universities of California at Santa Barbara and Los Angeles, and at Temple University in Philadelphia, Pa. In 1964 he became Professor of Health Education at Auburn University where he continues to hold that title.

Dr. Means' elective offices include Vice President of Health Education, CAHPER, Chairman of Research Council, ASHA, Chairman Health Education Section, AAHPER, Vice President of Health Education Alabama AHPER, and Vice President of Health Education SDAHPER.

Among Dr. Means' awards and honors is a 1966 Alabama ETC Network certificate of appreciation for developing and presenting a series of 65 thirty-minute educational television programs for Junior High health, and a series of six 45-minute education television programs. He was named Outstanding Teacher, School of Education, Auburn University in 1970. The Association for the Advancement of Health Education presented Dr. Means with its Honor Award in 1977.

As a profound and popular speaker, his engagements have taken him into many states, Canada, Phillipines, Japan, Korea and Okinawa.

Although health education is his primary concern, he has spoken or given consultation in administration, safety education and curriculum development.

No less than 56 articles in professional journals bear Dr. Means' byline. He has authored or co-authored nine books in the field of Health Education and has been a contributor to no less than ten others. Several of these publications have appeared in the last five years so he continues to make an outstanding contribution to the literature.

Because of his recognition as a teacher par excellence, a prolific author, and a stimulating speaker, it is with pride that the Southern District honors Richard K. Means as a recipient of the 1978 Honor Award.

MABEL CRENSHAW ROBINSON

Mabel Crenshaw Robinson is a thorough Alabamian having been born in Birmingham, educated in Alabama public schools, and having received the AB degree from Birmingham-Southern and the Master and Doctorate degrees from the University of Alabama.

Her professional experience demonstrates her allegiance to Alabama. From 1953-65 Dr. Robinson taught Health and Physical Education in the schools of Jefferson County and Mt. Brook. In 1966 she joined the staff of the Alabama State Department of Education as a consultant in Health, Physical Education and Recreation, and in 1975 she became Health Education Specialist, the position which she currently holds.

Dr. Robinson has many outstanding services for the advancement of Health, Physical Education and Recreation to her credit. In the Alabama State AAHPER she has held the office of Treasurer, Vice President of Recreation, Secretary, Parliamentarian and President. She received the Honor Award in 1973. In the SDAHPER she has served as a member of the Future Directions, Finance and Nominating Committees, co-convention manager in Mobile, Chairman of the Service Awards Committee and Vice President of General Division. Her involvement in the AAHPER includes Alabama Membership Director, Chairman of Nominating Committee, Chairman of a Special Committee on Middle School Athletics, and Coordinator for the 1977 National Conference of the Council on Outdoor Education. She has been a diligent worker and leader in the Society of State Directors of Health, Physical Education and Recreation for which she has served as Corresponding Secretary-Treasurer, President-Elect and President, Chairman of Constitution and Nominating Committees, and Chairman of the 1976 Title IX Task Force.

The National Foundation for Health, Physical Education and Recreation has claimed time and talent from Dr. Robinson. Her dynamic influence was felt through her term as Alabama Membership Chairman. Also, Dr. Robinson was a participant in the first and fifth NAGWS Conferences, Secretary-Treasurer of the Alabama Women's Intercollegiate Sports Association, and director for the 1972 AAHPER olympic tour.

Dr. Robinson's contribution to professional literature has been made through her articles in the Alabama State AHPER Newsletter and the AAHPER Journal and as a contributor to several state curriculum guides.

Because of her untiring efforts to enhance the status of Health, Physical Education and Recreation through her teaching and her leadership at state, district and national levels, it is with pride that the Southern District AAHPER names Mabel Crenshaw Robinson a 1978 Honor Award recipient.

LEROY T. WALKER

A Georgian by birth, a South Carolinian and New Yorker by advanced education, the current national leader in Health, Physical Education and Recreation and a world citizen in professional involvement—Leroy T. Walker "gets it all together" from his professional office of Physical Education at North Central University in Durham, North Carolina.

Leroy Walker is best known in some quadrants for his extensive involvement in the world of track and field. His enviable record as a track coach precipitated his being named coach and training officer in the Army Specialized Training Program in 1943. Success and recognition followed him when in 1959 he was selected Education Specialist for the U. S. Central Affairs Office. In 1969 Dr. Walker became the Director of Program Planning and Training for the U. S. Peace Corps. From 1969-1973 he served as coach of U.S.A. National Track and Field teams. The year 1976 brought Dr. Walker the highest recognition in track and field when he was named USA Olympic Track and Field Coach.

Although track has made a tremendous claim to his time and abilities, he has served in other areas of the profession in a significant manner. His superior teaching ability was recognized when he was named recipient of the Jeames F. Sheppard Outstanding Teacher Award in 1964, and in 1968 when Benedict College presented him with the Distinguished Alumni Service Award. In addition he has received distinguished service awards from Central Intercollegiate Athletic Association, Kiwanis International, City of Durham, Durham Chamber of Commerce and as the Governor's Ambassador of Good Will. Dr. Walker's accomplishments led to his induction into the North Carolina Hall of Fame and the Helms Hall of Fame. In addition to these honors he was the recipient of the O. Max Gardner Award, which is the highest award in the North Carolina University system. The basis for selection for this award from the sixteen university system is for contribution to human welfare.

Leadership in professional organizations includes Vice President of the NCAHPER, Vice President Physical Education Division, SDAHPER, President Central Intercollegiate Athletic Association, and the 1977-78 President of the American Alliance for Health, Physical Education and Recreation.

The professional litereature has been enriched through his authorship of A Manual in Adapted Physical Education, Physical Education for Exceptional Students, Championship Techniques in Track and Field, Winning with Small Track Squads, and articles in numerous journals.

For his outstanding professional leadership in the United States and throughout the world, the Southern District AAHPER presents with pleasure and pride its 1978 Honor Award to Leroy T. Walker.

SERVICE AWARD

GEORGE F. ANDERSON

George F. Anderson, Silver Springs, Maryland, assumed the position of executive director of the American Alliance (formerly Association) for Health, Physical Education and Recreation on June 1, 1974. Dr. Anderson is the first executive director to serve AAHPER in its new capacity as Alliance. Under his leadership, emphasis has been placed on developing strong, imaginative programs to serve state and district associations.

Anderson has been on the AAHPER staff since 1951 and as associate executive director coordinated program staff and activities. He has supervised the publication of the AAHPER

Journal and Research Quarterly, supervised all AAHPER publications, planned and directed national conferences and conventions. He has played a major role in planning and implementing new professional activities.

His professional experience includes teaching and coaching at junior and senior high school levels as well as the teaching of practical and theory courses in health and physical education in colleges.

Anderson received his undergraduate degree from State University of New York College at Cortland, his graduate degrees from Syracuse University. He was active in professional associations in sections of the New York State Association for HPER and the Eastern District Association. Since joining the staff of AAHPER, he has spoken frequently to professional groups at state, district and national meetings.

His many honors include a national honor award in 1970 from the Society of State Directors of Health, Physical Education and Recreation and a district honor award from the Eastern District Association of HPER, 1973. In 1969 he was elected to the C-Club Hall of Fame at the State University of New York College at Cortland.

Anderson is the author of Physical Education in the United States for the State Department, which has been translated and published in several foreign countries. He is co-author of Team Sports for Men and has contributed numerous magazine articles to professional journals.

A life member of both the National Education Association and AAHPER, Anderson is also a member of the Society of State Directors of Health, Physical Education and Recreation.

PRESIDENTIAL AWARDS

THE TOM BRODERICK COMPANY, INCORPORATED

The Broderick Company, Inc., was formally established in 1929 with production of physical education clothing in Parsons, Kansas. From the salesmanship of one man, Tom Broderick, the young company grew from one small building and three additional salesmen, (LeRoy Deaton, Gordan Gray and Doug Tweedie) to its present impressive factories in Parsons and Pomona, California and thirty sales representatives. There are six father-son combinations among the salemen and over 200 factories-office employees. Tom Broderick's vision, creativity and energetic leadership from the mid 1920's to the present not only provided physical education clothing of appropriate style and quality but was also evidenced in his understanding of the importance of the professional organizations supporting physical education. He helped start and was the first exhibitor at many State and District Conventions including the distinction of being one of the first at Southern District. It is a distinct privilege to honor Tom Broderick and to recognize the contributions the Broderick Company has made to the Professions of Health, Physical Education and Recreation.

E. R. MOORE COMPANY

Founded in 1907 by Edwin R. Moore, Sr., the E. R. Moore Company has developed into one of the largest producers and suppliers of gymwear for both boys and girls. Under the direction of Edwin R. Moore, Jr., who served as President and Chairman of the Board until his retirement in 1977, the Company has grown to include plants in Chicago, Illinois; Newton, Illinois; Osceola, Arkansas; and Bueno Vista, Virginia with regional sales offices in both New York and California. The organization also employs a sales representative in each of the 50 states. Initially a producer of caps and gowns for college graduates, the E. R. Moore Company expanded in 1912 to offer a complete line of girls and boys gymwear as well as various imprinted casual apparel. From 1960-1975 the company awarded undergraduate scholarships in each of the six AAHPER Districts to young women majoring in physical education. An exhibitor at many State, District and National Conventions, the Moore Company has demonstrated its interest in the profession. It is a distinct privilege for Southern District to recognize the contributions of the E. R. Moore Company.

INTRODUCTION OF CELESTE ULRICH

Last April I received a letter from Dr. Celeste Ulrich which said in part, "I am delighted to officially accept your kind invitation to be the speaker at the Little Rock Convention on February 23, 1978."

On numerous occasions since then, I have tried to think about some good approach to an introduction for her and then get it down in writing. Within recent weeks I have spent much time trying to locate some facts that this audience did not already know. I went through my tape recording file and listened to many of her speeches including her 1964, *7:00 a.m.* "The Tomorrow Mind," Dr. Kenneth Miller's introduction to her 1966 "Reep the Whirlwind"—I looked at her biographical sketch printed in Southern District's 1971 Honor Award program, re-read her vita which was included in AAHPER's 1972 and 1975 *Nominees for Office*, looked again at George Anderson's introduction to *To Seek and Find*, my list goes on and includes talking with people who know her well. The *only* thing that I came up with that *might* be new to you was that she has two CB handles.

Suddenly I remembered an incident that clearly illustrates my dilemma. Just before the Atlanta Representative Assembly meeting, I looked up and saw one of my former students escorting Dr. LeRoy Walker to the front of the room. As I moved out to greet LeRoy with a hug—not knowing that the young man had also been one of Dr. Walker's students—LeRoy said, "Pete is this who you wanted to introduce me to?" Looking slightly bewildered, the young man said, "I can see there is no need for an introduction."

How does one introduce Celeste Ulrich to a Southern District audience? I could come up with no way except to dare to use an anology—a technique which she has mastered.

The late Dr. Thomas Dooley, who gained world acclaim in sacrifices to relieve suffereing in the outer reaches of the world, wrote as follows to a young doctor, challenging him to spend his life in service:

> "Dedicate some of your life to others. Your dedication will not be a sacrifice. It will be an exhilarating experience because it is intense effort applied toward a meaningful end."

Certainly Celeste Ulrich has dedicated much of her life to others. It is obvious that it continues to be an exhilarating experience and there is little doubt that her contributions are significant now and will continue to be for future generations. Scholar, Researcher, Lecturer, Author, Teacher—one of our own—This is "Bantie Rooster" saying to "Green City C" and/or "Collie Dog" *COME ON? K220013, CLEAR!*

KEYNOTE ADDRESS: "TEN-FOUR GOOD BUDDY"

Celeste Ulrich

I have always thought of myself as a relatively independent and sufficient person. Like many of you, I have canoed white waters, camped in virgin forests, climbed silent mountains, treked timber trails, fished hidden streams, toured alien countries, chanced nebulous routes, soared through turbulent skies, sailed before uncertain winds, supported unpopular stands, shared insights which were not tested, aided the academic misfits, and generally walked the road as discerned by Frost—the one "less travelled by." It has made all of the difference! Such a path has contributed to self-discovery and responsible behavioral autonomy, and some problems.

Therefore, it came as a distinct surprise two years ago when my youngest nephew suggested that I needed a citizen's band radio for *protection* and *security*. I was indignant. His rationale might have utilized a dozen other patterns and I might have been intrigued, but to suggest that I needed the succorance of truckers hinted that I was in my dotage. "Why," I sputtered after his brazen statement, "I was independent and self-sufficient long before I started changing your diapers." My hostility suggested that I intended to remain as I perceived I was. But there is no quarter granted from a young man who has just stumbled across the threshold of his own chronological majority and Chris' insistence persisted. He cited some examples. I drove often by myself, didn't I? My car was getting older, wasn't it? The roadways were filled with strange people and difficult situations, weren't they? The weather changes were frequent and unpredictable, wasn't that so? It was good to have company to chat with on long trips, wasn't it? I didn't think that I was beyond needing help, did I? And on and on, until his logic was more rational than my own and I began to bend and say in the deep recesses of my inner being, "Why not?"

There has been a myriad of other technological innovations which I had resisted. Power steering, air conditioning, power brakes, automatic shifts, electric can openers, microwave ovens, clothes driers had also met my scorn as unnecessary gadgets which prostituted the work ethic under which I had been reared, or as frivolous gimmicks promoted by faddists. As each innovation was acquired—usually through circumstances beyond my control—I succumbed to the magic of the advantages offered. So, I reasoned, the same might be true for a citizen's band radio.

An especially low-priced, good sale, the gentle prodding of a few friends and the blanket assertion of Gail Hennis that she had always wanted a CB and intended to have one all mesmerized me, and any hesitations and qualms which I had were swept aside as I purchased my own CB. And with that purchase, a whole new world opened to me, a world which uses a different interest than I do, and a world which permits covert patterns of communication with minimal responsibilities for ideas. It is a world which cares about people, about progress, and about the future.

So this evening I want to share with you some of the advantages of my CB world. It is a world which may offer a model for some of our professional memories and interactions, a world which is based upon shared concerns, the ability to hear what is being said, the desire to make changes in human behavior. The CB world perceives, persists and then progresses. And for us, during this convention, that is what we are all about.

For those of you who have not spoken in CB jargon, I am going to have to fill you in on the unique language which is a part of the commitment to the CB media. For those of you who already have the CB tongue, I implore your patient understanding if I spend a little time with the taxonomy of the trucker's kingdom—the language of the eighteen wheelers.

To start off, your "handle" is your name and this evening I am going to be talking directly to Big George (George Anderson, Executive Director, AAHPER), Peg O My Heart (Margaret Coffey, President-Elect, AAHPER), The Little Colonel (Miriam Collins, President, SDAAHPER), and the Big Board (SDAAHPER Board of Directors). Your location—that is, where you are—is your "ten-twenty" or your "twenty" for short. Your "channel" is the radio wave over which you will be modulating and since the FCC has allocated specific channels to specific groups, we've been allocated Channel 78 since that's where we are—here and now. "Smokey Bear" is the law. Your "ears" are your antennae. The "super slab" is the major route of your concern. The "hammer" is the accelerator. The "mile marker" is a roadside sign. Your "back door" is someone who is looking after your interests behind you while your "front door" is a person who is keeping alert to all of the dangers which you might have to encounter. The "rocking chair" is between the "front door" and the "back door;" it is where you see all the action. Well, that's enough to begin with—let's get our ears on and start modulating good buddies.

Break seven-eight, breakity, break seven-eight, break, break, break. How about it out there? I'm looking for a caravan to help perceive, persist and progress down this Alliance superslab. I need a front door and a back door and some good buddies with me to be rocking in the chair. How about it all of you bucks and beavers. Break seven-eight.

What be your handle again? Big George. And what be your mile marker? Somewhere beyond 1952 and before 1979 you say. Good heavens, gracious goodness, that's over a quarter century of travelling the Alliance Superslab. I suspect that you have a real feel for the road and after that amount of experience you probably have some ideas of what may lie ahead. But hold on good buddy, I'll be filled with eights and threes and all other happy feelings if you'll pick up the back door for our caravan on this haul. I have a feeling that we'll need your eyes and ears to help us get a clear copy. Don't worry good buddy—you're coming in loud and clear—wall to wall and treetop tall.

Break seven-eight, break seven-eight, you say that you be "Peg O My Heart" and you're at the marker which indicates Building Tomorrow about 1980. Well, good buddy, that sounds as if you are running ahead of some of us and that puts you in the front door for this prowl on the Alliance Superslab. We're counting on you to keep us posted on what's up there in our future and to help us make plans for our progress. Let us known when its clean and green so that we can come on up, so that we can progress to building tomorrow.

Well, a big hello to you too good buddy! You say you be The Little Colonel. This be one Collie Dog. We've got Big George for our back door and Peg O My Heart riding shotgun, so that means you and I, Little Colonel, we're in the rocking chair and that gives us a chance to racket jaw and chat about this here Alliance super slab. What's that you say? You have The Big Board in your modulating range and they want to be in the rocking chair too. That's a big ten-four, a big affirmatory, Little Colonel. So here we go, a caravan of concern pedaling down the yellow brick road. We are all filled with motion lotion and ready to racket jaw on seven eight as we perceive, persist and progress. Hold on, there's Big George with news of the Alliance back door. I'm going to have to remodulate Big George's observations. He's getting stepped on with a lot of static and there's not another buddy who has the same ability as Big George when it comes to looking over his shoulder. So all good numbers to you Little Colonel and The Big Board—I'll try to tell it like Big George tells it to me.

There has been a lot of action on the AAHPER route during the last quarter century and it's wise to really know the back door so that we can better understand what's pushing us and our direction. It's hard to believe that we have moved so fast, that we have seen so much change.

Just twenty-five years ago, we were all physical educators concerned with physical education although subsumed under that aegis were areas called health and recreation. It was taken for granted that athletics was a sport form of physical education, that dance was a creative rhythmic form of physical education and that safety was some aspect of health. There was a little unrest in the health and recreation ranks, an unrest which reflected as groups were subsummed they lost their identity. But there was a general belief that health was both a necessary prerequisite and outcome of physical education and recreation was physical education in one's leisure time. Within reason, we were a relatively content and satisfied family group with physical education playing the role of parent and all other areas being a part of the family. The organization of the AAHPER reflected the status quo of the educational world. It was a pattern that had little status in academe, but lots of meaning to all who participated.

Just twenty-five years ago, our only focus was the school-aged boy or girl. We were primarily organized around the secondary school even though there was the understanding that both elementary school children and young college adults were important. We felt some haunting responsibility for other age-oriented groups when they departed from the educational arena, but for the most part we allied ourselves with the schooling process. We were delighted when we became a Department of the National Education Association. It set our focus sharply and gave us the direction that we wished. It also suggested academic status.

Athletics as a part of physical education was a design which we believed desirable. We bemoaned the pattern which had been taken by men's intercollegiate sport—not because ethical abuse was so evident at that time, but rather because the educational subscription for athletics was obtuse and there seemed to be increasing evidence that the social community was only minimally interested in the educational values of sport. We were pleased and proud that women's athletics—scant and restricted though they might be, were being organized and controlled by women who were educators, physical educators, and who were able to see the big educational picture rather than just the microcosmic scene of the public relation thrust of sport. We felt good that college women and women who taught in the public schools had a like athletic philosophy and were strongly united into a section called the National Section on Women's Athletics. We were comfortable when that title changed to accommodate girls as well as women so as to emphasize the continuum of age and experience being housed within the same philosophical pattern. It was as it should be, we thought.

Twenty five years ago dance was acknowledged as a form of activity to augment physical fitness. It was assumed that it added a rhythmic component to gymnastics and at the same time was attentive to folk forms. The performing pattern of dance was considered to be a commercial enterprise and not really a part of academe. "Educational dance" was taught by physical educators who seemed to have a flair for creativity and felt comfortable with music. Individuals who wanted to become "real" performing dancers went to New York or London and studied with the masters.

Twenty five years ago there was a research section within our professional association which was granted a two-hour block of convention time. Research was reported during these two hours and some critique of the research was welcomed—usually by the only real scholars at that time—the exercise physiologists. No one had ever heard of motor learning, or perceptual motor skills, or of teaching spectrums, or of play theory, or of behavioral domains of human actions. The sociology of sport consisted of serving oranges to your opponents during intermission, the psychology of sport was the fine line between strategy and cheating, and physical education philosophy was found in the principles books published by Williams, McCloy, Sharman and Nash. There were less than a hundred well-known texts in physical education, if you discounted all of the books written by athletes which proported to have an easy pattern to help you play like a champion—the "do-it-like-I-do" books. The AAHPER mainly published books for females and a few general texts which addressed a nebulous field known as physical education, health and recreation—sort of a three-headed gorgon.

Twenty five years ago prominent people in our area were discussing the best techniques to use in posture testing, mutations of playdays and sport days, the therapeutic value of showers, the significance of warm-up, the best sort of gymnasium uniform to require, the organization of the required program and should athletics be a part of physical education. No one has yet breathed the term "movement" and if they had there would have been the suspicion that it either related to bowels and thus should be assigned to health, or it fostered the suggestion of social rebellion.

Twenty five years ago, Smokey Bear signals indicated the possibility that the Kraus-Weber-Test for Lower Back Pain would appear on the back of each box of the "breakfast of champions" claiming that if you could complete the test items that you would be physically fit. Smokey Bear, many people thought could also be called Sean McCarthy.

I copy you Big George, you are coming over loud and clear and laying about ten pounds on me as you keep open the back door. But how about your perceptions of what has happed as we started to change, can you give us a ten-thirty five on our area of concern—some confidential information about our patterns for change.

Ears up Little Colonel, Big Board and Peg O My Heart, Big George is transmitting from the back door—he has it shut and he's moving. He sounds like he is ready to lay it on us—he's about to drop the hammer and come cruising up to the rocking chair position. So clear the bumper lane and let me remodulate as he racket jaws.

Right after World War II things started to change within the area called physical education. Physical educators interested in health began to realize that if they were to do the job that they believed they were capable of doing, that they had to become health educators in the truest sense of the word. Recreators knew that although sport and gaming was an important aspect of their field, that it was not the only focus and recreation people started to broaden their talents and their interests. Physical educators decided that they had a huge job just understanding and communicating about their own field and that there was no time to teach health and recreation in addition to physical education.

Then a Wisconsin psychologist by the name of Clarence Ragsdale included in his learning course some ideas which he had relative to motor behavior. Bloom was in the midst of concocting a taxonomy regarding cognitive, affective and psychomotor behaviors, sociologists started to look at athletics as a viable model from which to draw interaction inferences, Johan Huizinga was looking at mankind the player—HOMO LUNDENS, Roger Callois was concocting a paradym for game behavior, dancers were recognizing their heritage and finding pride in their history, researchers began to insist that they needed more time for reporting research and more space for publishing. There was the feeling that perhaps the AAHPER was not a department of the NEA but instead an affiliate in the educational community.

And the American Association for Health, Physical Education and Recreation began to change. First the change was subtle, sections such as dance, women's sport, men's athletics, and safety became divisions. The AAHPER assumed fulltime responsibility for the development of its interests—a year round working body instead of a convention planning organization. The Washington staff increased in size and vistas of expertise were added to the group. We started to look at the elementary-aged child; we were concerned about driver educators and school nurses, we developed outdoor education, we were increasingly concerned about lifetime sports. And then the inevitable began to happen. The AAHPER began to reorganize itself to more nearly reflect the reality of what was happening.

The agony of moving from an Association to an Alliance was not something that many of us who were a part of that mutation shall ever forget. Ten years of study with as many plans as there were members. Then finally, the emergence of three profile patterns, among which we would have to make a choice. As Model II emerged as the viable model, it became increasingly clear that we would never be able to be a nuclear family again. Physical education as a parent was dead. The newly organized Alliance was a group of family associates—more like siblings who were of different size, different strength and different potential, but each component had value and together all of the components were stronger than any one by itself.

The one uniquely new organization that came out of that metamorphoses from association to alliance was the National Association for Sport and Physical Education. Because it was new, it has had many problems just as it has had a clear field on which to develop new patterns of interaction and influence. The acknowledgement of dance and safety as areas of concern within their own right as full-fledged Associations has augmented the growth of those fields and the establishment of a governing organization for women's collegiate athletics gave structure and status to that element of the Alliance's educational responsibility.

Slowly the Alliance has been emerging as the composite best able to handle all enabling operations. The dissemination of research, the delivery of new ideas and innovative concepts, the sharing of common problems and concerns, the opportunity to affect legislative edicts and to participate in significant litigation have all been a part of the vibrant action strategem of the Alliance.

There are multitudes of achievements which are a part of the Alliance action image. Every time that physical education is mentioned on television or on the radio, every advertisement which you have seen in many of our most widely distributed magazines have been the result of Alliance investment in public relations. Every bill which comes before our legislatures which elicits testimony regarding our areas of concern is a result of Alliance investment in public affairs. Every conference which is held on aquatics, coaching, intramural activity, the college instructional program, professional preparation, publication know-how, curriculum concerns, research techniques, administrative styles is a product of Alliance investment in a packet of inservice enrichment. Every publication of rules, philosophy, history, techniques, curriculum, methodology, facilities, equipment is a product of Alliance investment in instructional materials. Every letter written to college presidents, state superintendents of public instruction, sport organization heads, foreign diplomats, government officials, potential teachers, concerned laymen is a product of Alliance investment in educated communication. Every iota of advice freely given by staff and officers is a product of Alliance investment in professional concern. To many members the Alliance products are usually measured in publications received and services available. The real Alliance products give dignity and distinction to the endeavors which we espouse. The Alliance builds status and offers service for us all.

Now hear this, Big George has one more vib out there on the back door. It's an important one in today's world. Long before it was popular to do so, the Alliance recognized the worth of women. All of us can take pride in the fact that the AAHPER was among the first, if indeed not the first, national educational association to guarantee that women would have full stake in the governance power of the association. From 1932 when Mabel Lee of Nebraska became our first woman president, that leadership role has been alternated between the two sexes—never by legislated edict, but instead by the common consent of those governed, based upon a realistic connotation of fair play. The Alliance can afford to be smug about its rejection of sexism.

Regardless of what has been happening in the world of education, discriminatory patterns fostered by sexism are not a part of our professional organization. As other educational groups are just becoming conscious of the females within their ranks and creating Committee W's and caucuses for women, the Alliance is again ahead of the evolving pattern and is slowly mutating into a real professional organization which places personhood and ability before gender expectations. Our sex oriented endeavors through the NAGWS and AIAW represent more a model for affirmative action than they do discrimination. As the educational establishment moves beyond such a demonstrated need, so the Alliance will structure patterns without sexual identification, alert to the problems and assets of all people.

In addition to an absence of sexism, the Alliance is moving strongly into avenues which are sensitive to covert racism and real measures have been taken to eradicate this subversive cancer. The Southern District was the first to establish a group attentive to racial minority interest—long before the judicial edicts were enacted, long before it was popular to be concerned. Also, the Alliance has always been caring of students within its ranks. Students have governance power, have budgetary assistance and are counted as a significant component of Alliance business. To see a student in attendance at many educational meetings is unheard of. Not so for the AAHPER—a place where students count.

Watch out, Little Colonel and The Big Board here comes Big George, hammer down in the bumper lane! He has caught us up with the past, and is scooting past the status quo in the rocking chair to pace the leadership. The trip is easier with Big George on the road. Big George is on the move and this one Collie Dog is ready to run back door as she listens to the jives and sighs of Peg O My Heart. How about it Little Colonel and The Big Board, can you catch that front door transmission, can you persist as we hear about our future progress? We catch you loud and clear Peg O My Heart—the super slab is green and clean and we are ten-seventy one—standing by and waiting for your ideas.

What lies ahead for our ventures as we progress? What lies ahead for our areas of concern, for our Alliance structure, for our educational investment? Peg O My Heart keeps transmitting Building Tommorrow and that is both actually and figuratively what we are doing. We are in an era of golden opportunity for physical education, health, recreation, sport, safety and dance. Our nation has a commitment to us—not an enforced commitment or an obligatory task, but instead a self-imposed plan for personal enrichment. The sports arenas are crowded all hours of the day and night, men and women are checking to see how they run; health knowledges and changing health habits spell a commitment to functional well-being, dance is a part of the national endowment for the humanities, safety concerns for stress adaptation are paramount to our nation and leisure time pursuits are geared to enhance the quality of life. We have moved from the lower rungs of the academic ladder to steps which more nearly reflect our rising status. As teachers who utilized behaviorism long before Watson described it and eons before Skinner built his box we have been early on the behavior modification scene. As teachers who were sensitive to humanism long before rogerian non-direction, eons before Brunner and Phoenix found the words to describe the phenomenon we have been a part of humane interaction. We are there—ready to operate.

Such methodologies have emphasized the new commitment which our related disciplines have identified. Physical education is developing movement and sport theory and progressing toward a multi-faceted understanding of the human movement phenomenon. Health is concerned about the quality of life of the total individual as operational integrity is understood and practiced. Recreation is involved in the leisure ethic and seeks to enhance human potential through expansion of one's sensitivity to patterns of self-actualization. Dance is exploring the creative expression of human discernment and expresses that pattern in aesthetic symbols which are a reflection of introspection and of hazard avoidance. Athletics is using the modality of sport to sponsor human interaction which can be measured by various evaluative techniques. Altogether, the areas we represent are interested in human life patterns and adaptative techniques which augment the good life. We are person-centered in our emphasis and we are committed to the thesis that human enrichment is our world's most important commodity. That's the scene at our front door.

As the Alliance builds tomorrow, such architecture is both theoretical and actual. The reality of the envisioned progress will be found in the erection of the actual Alliance Center—a symbol of our commitment to human welfare. It will stand on our property in Reston, Virginia and will be the hub of our activity for the coming century of progress. The Alliance Center keeps the front door open as it discerns the cutting edge of the action. It will be a building which will say in bricks and mortar what we subscribe to, but more than that, it will be a symbol of our investment in our disciplinary future, a future which is allied in our common concerns. Look out Peg O My Heart, you have the caravan hanging on to your mud flaps as you lead us down the Alliance superslab to the 1980 marker with a home twenty of our own which promises to be the core of our future progress.

Building tomorrow means getting involved in significant research which seeks to truly understand human performance. As of this minute, LeRoy Walker is in contact with several influential groups who see the Alliance structure as a tested packaging and delivery service for research. As truth is ascertained about human potential, the scattered research effort of so many of our members may best by synthesized under the auspices of the Research Consortium which is a new and vibrant arm of our professional endeavor.

Building tomorrow means finding patterns to accommodate the special interests in our related disciplines. The splintering which has been a natural result of disciplinary acuity and status growth is beginning to find its water level. It appears that we will be able to accommodate specific groups within an extended pattern of organization which may avoid bureaucratic mish-mash even as it promotes the creation of new ideas. The reality of the Alliance Center may have the potential to spearhead the close interaction of a multitude of organizations which share our interests and concerns. NAPECW, NCPEAM, the Academies and Organizations for Sport History, Sport Psychology, Sport Philosophy may ultimately come to believe that a carefully articulated synthesis of concern is a better operational format than analytical attention to the discrete.

What building tomorrow means in terms of athletic organization in our country is nebulous. In many ways the emergence of feminism has enhanced opportunities for women athletes, but in some subtler ways that force is also acting as a deterent to an asexual concern for all humans. Athletic interests for the male performer are governed by organizations which are not as concerned about the educational model for sport as many of us would like. The *promotion* of athletics for males has been a more overt pattern than the *organization* of athletics for males. It can be argued that promotion expands opportunity but we see also many cases where promotion limits opportunity. It appears that some of the leaders in women's sport are rushing toward the glory land of TV contracts, Madison Square Garden contests and game tours which require 3,000 miles of travel to find a proper opponent. One would wish that it would not be necessary for us to find out for ourselves that autonomy can be a destructive concept. Giving and receiving help, sharing both agony and ecstacy, not having to feel uncomfortable in our knowledge that independence is a state of shared understanding could make a great deal of difference in building tomorrow. It could be the basis for a brave new world of collegiate athletic organization which obliterated the reckless styles and weaving patterns of the Harvey Wallbangers on the super slab. The ground clouds are thick and the front door cannot see through the smoke to ascertain the future of amateur sport. But regardless of the pattern adopted, there will be many who travel the Alliance route who will work hard to help maintain the educational concern for athletics which has been our heritage—even if the existing pattern does a flip-flop.

Alliance leadership has been sensitive to the times. Cooper and Brown during their presidential years sponsored identification of sensitive areas. Alley and Forker lead us to intelligent decision making. Baughman sought to increase the membership. Ley and Willey helped resolve anxieties and laid the bedrock of trust. And Walker has helped us step forward in patterns which put it all together. And now it's Peg O My Heart, up there keeping the front door open, who sees progress in Building Tomorrow.

And those of us in the rocking chair, this one Collie Dog, this one Little Colonel and this one The Big Board—we too have our roles to play. As Big George roars up to cruise with Peg, so some of us must be willing to keep the back door closed to danger. We will have to continue the service that Big George has provided to all of us—a service which few will be able to emulate. The Little Colonel is keeping watch of the southern lane of the super slab and will maintain the speed at the double nickle proposed by law even as she drops the hammer to augment Alliance action. And the Big Board scans the slab for bears on the prowl—the bears of indifference, laziness, unconcern and non-commitment. The Big Board only rocks easy when it knows it can trust the front and back door and as it realizes that those roles must be assumed by all who now sit in the rocking chair.

Good friends, my fascination with the truckers world on CB waves has taught me that independence is a continuum. It's good to know that as I travel the super slab of professional opportunity that I am connected in a caravan with all of you good buddies out there in CB land. Buddies who will help each other in our growing commitment to a trip of significance. And ever ready to join the caravan are all of you gentle people who are just starting to be sensitive to transceiving or who have your own patterns of professional interaction which utilize other media than channel seventy-eight of a CB world. Ours is an actual and potential caravan of dedication and commitment and it lays on a signal which is heavy, loud and clear. Ten-four good buddies with lots of eights and threes on your CB's. This be one Collie Dog—over and out and on the side. I'm gone! Now, it's all yours.

Second General Session

PROGRAM

Presiding	Miriam Collins President, SDAAHPER
Invocation	W. L. Carr Past President, SDAAHPER
Introduction of Platform Guests	Miriam Collins President, SDAAHPER
Introduction of the Speaker	Ethel Preston Trice University of Arkansas Little Rock, Arkansas
Speaker	The Honorable Dale Bumpers United States Senator from Arkansas
Passing of the Gavel	Miriam Collins President, SDAAHPER
Presentation of Past-President's Key	Clyde Partin President-Elect, SDAAHPER

INTRODUCTION OF SENATOR DALE BUMPERS

A portion of the assignment I have done today was just a real piece of cake for me. In fact, Senator, this is the most pleasant assignment that I have had since the Northwest Arkansas political rally in Springdale, Arkansas back in 1970.

Several people told me different things to ask you, Senator, especially about taxes, one of the things that's breaking our backs—aren't they? In fact, to look at it another way, however, I guess we all knew when we came in here that the only things really certain are death and taxes. But, Senator, death doesn't get worse everytime Congress meets! However, in times like these, it helps to know that there have always been times like these.

I wanted to give you, the audience, just a few bits of information about the Senator, because we want to give as much time as we can to the person that you came to hear.

Dale Bumpers has been a member of the United States Senate since January 14, 1975. He served on the Energy and Natural Resources Committee and the Committee on Armed Services. He is Chairman of the Legislative Review Committee and an ex-officio member of the Democratic Policy Committee which sets policy for the majority party in the Senate. As a member of that Energy and Natural Resources Committee, he has been deeply involved in a number of controversial issues including the Energy Policy Act of 1975. He played a leading role on the conference committee that fashioned the Energy Policy and Conservation Act of 1975, under which the price of crude oil is now regulated. Senator Bumpers was responsible for the provision requiring states to permit right-turns on red. I know you are glad of that, I certainly am. Before his election to the Senate, he served four years as our Governor of Arkansas. He was elected governor in 1970 by defeating former Governor Orvil Forbus in the Democratic primary and incumbent Governor Winthrop Rockefeller in the General Election.

Mr. Bumpers was graduated from the University of Arkansas and Northwestern University Law School. He has his juris-doctorate from there. He served in the United States Marine Corps in the Pacific Theater of World War II.

You know, senators will slap you on the back to try to get you to swallow what they've told you. But what this country really needs is more free speech worth listening to, and that's going to be our pleasure this morning. In 1971, in Fayetteville, at a breakfast political rally, I turned around when someone tapped me on the shoulder and shook hands with a man who became the Governor of Arkansas. And then when I came back to the State, I happened to be coming in to speak at the same meeting to which he was speaking and I turned around to shake hands with the next United States Senator of Arkansas. And I'm not alone when I say that many, many people in this state believe that one of these days, I'm going to be able to turn around and shake hands with a future president. I give you United States Senator Dale Bumpers.

SENATOR DALE BUMPERS

Senator Bumpers discussed a number of issues which are relevant for Americans. He expressed some concern regarding DNA research, particularly its proliferation to too many laboratories. This type of research should be limited to four or five high-quality laboratories in the United States because of some of the dangers involved. The Senator may introduce a bill which will prevent DNA researchers from being eligible for the Nobel Prize. DNA is not going to be the answer as a cure for cancer.

Senator Bumpers instigated a ban on aerosols which was defeated in Congress because of the powerful lobby by the chemical companies. We are in the midst of a cancer epidemic in this country because of the chemicals to which we are exposed and the food that we eat. For example, DES, a chemical which is now given to cattle to increase their weight, was previously given to pregnant women. The children of those women were prone to deformity and/or cancer. We either do not know about or do not appreciate research clues to the long-range effects of what we do.

Regarding energy, the Senator stated that he was one of only seventeen senators who favors rationing. The oil industry wants to eliminate price controls, which would automatically increase U.S. oil prices to the level set by OPEC. The industry's argument is that deregulation will stimulate discovery and production. We can solve the problem by increasing prices, but this is the poorest of the alternatives because it will affect those who can least afford it. Only twenty percent of the population will remain unaffected.

Senator Bumpers indicated that if the fifty great issues of the world were ranked according to importance, the Panama Canal would be about forty-ninth. However, Senator Bumpers favors ratification of the Panama Canal Treaty. Communism does not have a foothold in Latin America; but if we defeat the treaty, then we will be opening up an opportunity for Communism in the area by giving the Communists an arguing point that United States' colonialism is alive and well. We should ratify the treaty because doing so will be the mark of a great, humanitarian nation.

The tone of the Senator's mail indicates that we as a nation have lost confidence in ourselves. We are a nation of malcontents—we're rich but not enjoying it very much. In conclusion, Senator Bumpers is an optimist—things will never be the way we want them to be but they can and should be better than they are. We have the power to make them better.

RECORDERS: Jayne A. Meyer, State Department of Education, Montgomery, Alabama; Frank Rosato, Memphis State University, Memphis, Tennessee

PASSING OF THE GAVEL

One morning about a month ago, I got up early and put this gavel in my suitcase. I had dreamed that there was a Southern District rule that said if you forgot the gavel, you served another year. This would have been very unfair to Clyde and I wanted to risk no chance of leaving it in Montevallo.

This has been a good year partly because of two fine men, Past President Ikey Carr and President-Elect Clyde Partin. They have given me both support and help. *Ikey*, the Southern District Board will miss you *and* all of us are grateful for the excellent leadership which you provided.

One of my goals was to see the *Southern District History* published. It became a reality because Dr. Clyde Partin accepted the responsibility of working with the printer and staying constantly behind the entire operation until its completion.

During the early part of this District year, Clyde called at about four o'clock every Friday afternoon and said "Go home, you can take the weekend off." He kept calling but about October, he stopped telling me that I could have some time off and his phone calls became more frequent. He has served Southern District well and will continue to do so.

Before I hand Clyde the gavel, I want to share a supposedly true story with you that our Tennessee members were telling during their State convention.

A new student appeared in class one day. The teacher asked him what his name was and he replied *"Lester Sexhour."* Thinking that she might have misunderstood, she asked again and he replied, *"My name is Lester Sexhour."* The teacher decided not to pursue any additional questioning for the time being—but as soon as classes were over for the day, the teacher went into the principal's office and said, "Is there a *Sexhour* in this school?" The weary principal looked up and said, "Honey, in this school we are so busy we don't even have time for a coffee break."

And so, Clyde, as I place this Southern District gavel in your capable hands, I know that your coffee breaks may be limited; *but* I would remind you that you not only will have the help and support from a capable Board, but also the support of the entire Southern District membership.

COMMENTS FOLLOWING RECEIPT OF THE GAVEL

Dr. Clyde Partin

This has been a most memorable convention for me for several reasons, but I will mention only two. First, because of the great hospitality extended by the Arkansas Association for Health, Physical Education and Recreation, I have benefited from the many professional

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opportunities, not to mention the social activities which help to make up a really fine convention.

Secondly, of course, because of the fact that here today in Little Rock, Arkansas, I am fortunate enough to become the 47th President of this great association. As I accept the gavel from Miriam Collins, who did such a wonderful job as President, I only hope that I can uphold the tradition and ideals of Southern District and serve you with distinction.

I assure you, that with your help, Southern District will continue to progress and remain a strong and vital part of our National Alliance.

Best wishes to each of you and I look forward to seeing you in New Orleans in 1979.

PAST PRESIDENTS AND BOARD OF DIRECTORS

PRESIDER: Clyde Partin, President-Elect, SDAAHPER, Emory University, Atlanta, Georgia
RECORDER: Rachel Greer, Vice-President, Physical Education, University of Arkansas, Pine Bluff, Arkansas
SPEAKER: Ruth White Fink, Archivist, SDAAHPER, University of Carolina, Chapel Hill, North Carolina

Dr. Fink recalled things that had happened in SDAAHPER history. She shared memories of past presidents:

1. *Alfred David Brown* (MD) (1927-29)—liked to be called Dr. Brown. She recalled the first time she saw Dr. Brown.
2. *Jack Sharman*—She recalled seeing him in 1939. In a meeting he talked about the possibility or recommendation that people without degrees but who were specialists could be utilized as teachers.
3. *Elliott Graves*—would show up unannounced in Ruth's classes to see that she was teaching what she should be teaching. He did not approve of girls playing games similar to baseball.
4. *Mary Coleman*—was remembered for her picture hat and her dramatic pose. She was a very intelligent person and a very interesting person.
5. *Jessie Garrison* (1934)—strolled into class one day and announced that "All of you are coming to Atlanta for the convention and present a program that will last all afternoon." She had a printed announcement made about the convention, and an art exhibit at the convention. She invited black professionals to the convention. That was the first integrated convention (1935).
6. *Alfreda Mosscrop*—had a field hockey exhibition.
7. *Tom McDonough*—contributed many things to the archives.
8. *Ethel Saxman*—was the first woman to receive the Doctorate.
9. *Willis Baughman*—has dimpled chin and devilish eyes. He worked any number of hours and has contributed so much to SDAAHPER.
10. *Caroline Sinclair*—A good personal friend. Over the years they have written each other to bring their hats because they always go to church on Sunday.
11. *Ken Miller* (1970), *Gail Hennis* (1974)—were on the Board together. Ken and Gail did art work during board meetings.

Dr. Fink passed out a sheet with questions pertaining to SDAAHPER conventions to see who could remember things that happened.

South Carolina has had a convention only one year. First convention to discuss intercollegiate athletics for women—1928. Dr. J. B. Nash objected to free cokes being served at SDAAHPER Exhibits. Art exhibits were featured in 1935—Atlanta, and 1965—Dallas. How many of 47 presidents born in the south? 23. Which one was not a native of America? Alfred Brown. What state was the birthplace of the largest number of non-Southern presidents? Missouri. What president moved out of south before term was over? Miles—1933. Have there ever been more than 13 states in Southern District? Yes—West Virginia was included and Oklahoma was out-of-district one year. In 1933, in Kentucky, a horse race was part of the convention. Which states provided the greatest number of presidents? Georgia and Texas. In 1942, in New Orleans, showboat ride was part of the convention. What year have we not had a convention? 1943, 1944, 1945, and 1946. What secretary-treasurer left the profession to become executive director of horse racing association? Potter.

A standing ovation was given Mrs. Fink for her contribution to SDAAHPER by writing of the SDAAHPER history.

HEALTH DIVISION MEETINGS

ASSERTIVENESS TRAINING

PRESIDER: Marion Carr, Vice-President, Health Division, SDAAHPER, University of South Carolina, Columbia, South Carolina

SPEAKERS: Gerald E. Costello and Ruth Ann Fox-Hines, University of South Carolina, Columbia, South Carolina

The objectives of the meeting were: (1) To make people aware of assertiveness training; (2) To teach the basic skills of assertiveness training; and (3) To help participants make assertiveness training a viable and meaningful part of consumer health. Basically, this training employs mutual respect—for others and for self. Being assertive does not mean being aggressive—neither does it mean being passive. There are three verbal components of assertiveness training, but almost more important than these verbal messages are non-verbal messages. These include body language skills such as posture, eye contact, facial expressions, etc. These messages should all be expressing the same message or the listener will be confused and an incorrect interpretation may be made.

ASSERTIVE BEHAVIOR

Definitions:

Behavior that communicates *mutual respect*. "I respect you as a fellow human being, as a person, and I respect myself as a human being, as a person."

Behavior that permits an individual to stand up for his/her rights without denying others their rights.

Behavior that conveys that the individual takes responsibility for his/her feelings, needs, perceptions, opinions, decisions:
"I feel angry" rather than "You make me angry."
"I don't want to go," rather than "Don't make me go."

Behavior that is congruent—i.e., communicates consistent messages. All ways of conveying a message convey the same message of respect for self and others—words, tone of voice, eye contact, facial expressions, posture, and body movements.

Attitudes:

Respect—for self and others
Responsibility—for self
Directness—clarity, specificity vs. generalities, nonmanipulative
Pro-relationship—person to person vs. treating either self or others as objects
Win-Win—consideration vs. win-lose

Verbal Components

1. Convey *respect for the other person:*
   Give benefit of doubt; recognize the other person's personhood-rights, feelings, needs, perceptions, opinions, decisions, be empathic.
2. Convey *respect for self:*
   Take responsibility for (own) your feelings, needs, perceptions, opinions, decisions. Make "I" statements.
3. Convey exactly *what you want, need, decide, etc.*
   Be specific and clear. Avoid generalizations, labels, etc. If you want someone to do something differently, let them known the behavior change you want. If you are inviting someone to get together with you, be specific about responsibility for contact, time, place, activity, etc. If you want to say "No" make sure the "No" is clearly stated—not merely hinted at.
   e.g.
   You've waited a longtime in a restaurant and want service.

"Waitress, Waitress (1. respect in tone and giving her her title), It looks as if you're pretty busy tonight (1. empathy).

I've waited twenty minutes (2. "I" Statement, owning feelings).
I'm hungry and I'm getting impatient.

Please take my order as soon as possible."
—Thanks." (3. Specificity)

BIO-ETHICAL CONCERNS

PRESIDER: Seigfried Fagerberg, University of Florida, Gainesville, Florida
RECORDER: Debbie Drennan, Washington Elementary School, Fayetteville, Arkansas
SPEAKER: Jere Fulton, University of Toledo, Toledo, Ohio

What is the mission of health education? If this question were asked of a group of health educators, a wide variety of answers and a divergency of viewpoints could be anticipated. Some of that group might feel that the role of health education is to modify health behavior—to see to it that people stop smoking (or better yet, never start), reduce their dietary intake of saturated fats, and have regular physical examinations. Others might recoil at the entire idea of behavior modification and insist, instead, that the mission of health education is to present people, in a language they can understand, with the information that is possessed by researchers in the various disciplines that comprise the foundations of the eclectic field referred to as health education. Proponents of such a position, the author included, might well agree that although an understanding of the risk factors of coronary heart disease, knowledge of the seven warning signs of cancer, and an awareness of the importance of early diagnosis are of inestimable importance, the transmission of this information on a cognitive plane is sufficient and additional efforts to influence or "control" behavior are unethical. This would, by definition alone, rule out methodologies based on fear, arousal of anxiety, and peer pressure. Such a conflict over the role of health education would hardly have arisen in a time when the field was primarily focused on personal hygiene with a bit of anatomy and physiology thrown in for good measure. After all, there is little controversy about the desirability of brushing one's teeth, washing one's hands, and appearing "neat and well-groomed." However, as the content of health education has expanded over the years to include such topics as human sexuality, mental health, and drug abuse, both the "answers" and even the "problems" themselves have become infinitely more elusive.

This predicament may be seen more clearly by reviewing some of the evolving bio-ethical issues that are, or soon will be, confronting everyone and the role of health education in helping society to comprehend the meaning of these developments and work toward the synthesis of sound policy. In 1968, G. Rattray Taylor, in his best-selling book, *The Biological Time Bomb*, popularized the term "Biological Revolution," which, claimed Taylor, ". . . will affect human life far more profoundly than the great Mechanical Revolution of the nineteenth century or the Technological Revolution through which we are now passing."[1] The thesis of his book is that biologists are rapidly transporting us into a world where the entire meaning of life, as we now understand it, would be changed and that we should carefully examine this transformation. Whether these new technologies will come about secretively like the atomic bomb or they will come increasingly under public awareness and scrutiny is a question that should now be considered.

To illustrate both some of the problems caused by the biological revolution and the obvious need for public understanding, some examples chosen from five different, yet related, areas are examined: (1) amniocentesis, (2) *in vitro* fertilization of human ova, (3) death, (4) abortion, and (5) fetal research.

Amniocentesis

Amniocentesis, or more correctly transabdominal amniocentesis, is a technique whereby a small sample of fluid can be removed from the amniotic sac during pregnancy. This procedure, usually not performed prior to the 14th to 16th weeks off gestation due to the limited volume of fluid present up to that point, was first used by obstetricians to study the progressive development of Rh incompatibility. Presently amniocentesis is used to diagnose a variety of genetic diseases (fetal cells being extracted along with the amniotic fluid) so that the prospective parents can be counseled and decide whether or not to carry the pregnancy to term. Of particular interest here should be the pace at which these developments have come about. It was only 20 years ago (1956) that the number of human chromosomes was correctly identified as 46 and 10 years ago (1966) that amniotic fluid cells were first cultured successfully. The first *in utero* diagnosis of Down's syndrome, sometimes referred to as Trisomy 21 but really Trisomy 22 (a correction made in 1970),[2] was in 1968. Today there are more than 1600 genetically caused human diseases and new ones are being discovered at the rate of almost one per week.[3] A testing for all known genetic abnormalities would probably cost over $2,000 per individual, so such tests are presently beyond the realm of probability. However, since almost every known genetic disease costs its bearer—and his/her family—well over that amount in long-term medical fees, the desirability of such screening is obvious.

Moreover, the option of therapeutic abortion is a basic assumption in deciding upon amniocentesis. In a case where the prospective mother was a carrier of hemophilia, a sex linked recessive disorder, the daughter might also be a carrier and her life would be relatively unaffected by this. However, in the case of a male conceptus, rather than continue the pregnancy to term the couple may opt to terminate the pregnancy. But since it is possible to identify the sex of the conceptus by amniocentesis, perhaps the prospective parents might wish to terminate the pregnancy, not to prevent the birth of a hemophiliac, but because they wanted a daughter rather than a son, or vice versa. This raises yet another dimension. One physician has already suggested that this be dealt with by refusing to disclose the sex of the conceptus to the prospective parents except in cases of sex-linked diseases or disorders.[4] But, shouldn't the couple have the right to know?

Test-Tube Babies

In vitro or test-tube fertilization of human ova is the first step on the way to *ectogenesis* or conception and development entirely outside the womb. The most sensational case of purported test-tube fertilization of a human ovum involved an Italian, Dr. Daniele Petrucci.[5] In 1961, Petrucci declared that he had kept an embryo alive in a test tube for 29 days and then destroyed it because it had become "deformed and enlarged—a monstrosity." Petrucci was condemned by the Vatican for a double-edged sin—he had created life in an unnatural way and then he had destroyed it. He was also criticized by the medical and scientific community for failure to verify his results. His work is still shrouded with controversy. It was not until eight years later (1969) that two British scientists, Dr. Robert C. Edwards, reproductive physiologist at the physiological laboratory at Cambridge University, and Dr. Patrick Steptoe, senior consultant in obstetrics and gynecology at Oldham Hospital in Lancashire, reported the fertilization of human ova.[6] Although their initial experiments did not include culturing of the fertilized egg, they subsequently reported on studies which brought the fertilized egg to the blastocyst stage of development. Dr. Landrum Shettles, a prominent researcher then associated with Columbia University, claims to have done the same thing in 1953 and to have published his results in *Ova Humanum* in 1960, but, like Petrucci, his work seems not to have been fully accepted.

In 1973 an Australian research team, led by Dr. John Leeton of Monash University, reported on their implantation of a test-tube conceptus into the womb of a 36-year-old woman.[7] The pregnancy lasted nine days after the implantation, performed at the Queen Victoria Hospital. The woman, wife of a Victorian farmer, had been unable to conceive. Her right ovary and fallopian tube were removed at 18 because of damage and her left fallopian tube was blocked.

Sperm from the woman's husband was used to fertilize the ovum in the test tube. The ovum was drawn from the woman's left ovary four hours before fertilization and was kept alive in its own natural fluid in an atmosphere of nitrogen (90%) and oxygen and carbon dioxide (10%). The sperm was washed in a synthetic solution of bodylike fluid to remove naturally occurring antifertility substances.

The ovum was transferred from its life-supporting solution into the dilute solution of the sperm. Twenty hours after fertilization the outer cell layer of the ovum disappeared—indicating normal growth. At this stage the ovum was again transferred, this time into a special growth solution containing 20% serum taken from calves. After 43 hours the fertilized egg was still at the single-cell stage but thriving. At 49 hours a three-cell stage was reached.

Sixty-seven hours after fertilization the ovum had reached the six- to eight-cell division stage. It was then time for transfer to the womb, where a state of artificial pregnancy had been induced.

The woman was given analgesics and drugs to stop uterine contraction. At 74 hours after fertilization, the egg was transferred through the cervical canal inside a special double plastic tube. The egg was held in a minute amount of growth fluid inside the tubes.

Slowly the embryo was injected into the uterus, its movement monitored by microscopy. On the fourth and fifth days after implantation, there were definite indications from tests that the embryo was implanted and was developing. A pregnancy—and proof of success—was measured by readings of gonadotrophin excretion. The excretions, which can be measured at the seventh day of pregnancy, rose sharply.

A surgical complication from another operation done on the woman days before the transplant probably caused the embryo to abort, the investigators said. Dr. Shettles, incidently, also claims to have accomplished such a feat by implanting a blastocyst into the womb of a woman scheduled for a hysterectomy two days later. When the womb was removed the implanted embryo was found to be developing normally.

The most recent chapter in this story took place on July 15, 1974. Professor Douglas C. A. Brevis, a British gynecologist, revealed during a question and answer period at a British Medical Association meeting at Hull University that he personally knew of three babies that had been successfully reared after starting life as ova fertilized *in vitro*.[8],[9] At the time he refused to identify those involved with the experiments, but at a later date he revealed himself to be the primary investigator. All three babies—between 12 and 18 months of age—were living, he claimed, two in England, the other in Italy. Dr. Steptoe, with 12 implantation failures out of 12 attempts, quickly challenged the authenticity of Dr. Brevis's report.

Should work of this type become commonplace it would, of course, in addition to allowing women like the farmer's wife to achieve pregnancy, open a number of interesting questions. It would allow for the use of pregnancy surrogates—the implantation of a fertilized ovum from a woman who was the biological mother-to-be into the womb of a volunteer or paid substitute—who would then relinquish the neonate to the sociological parents for rearing. It would also allow for the routine "sexing" of conceptuses. Rather than having a situation in which the sex of the conceptus was of necessity detected by amniocentesis, nascent embryos could be sexed so that only those of the desired gender need be implanted.

Death

Just what is death? In an earlier time, death was defined as the cessation of breathing. Any movie buff recalls at least one scene in which a mirror was held to the mouth of a dying man. The lack of fogging indicated that indeed he was dead. The spirit of the man resided in his *spiritus* (breath). With increased knowledge of human physiology and the potential for reviving a nonbreathing person, the circulation, the pulsating heart, became the focus of the definition of life. This is the tradition with which most of have been raised.

But when, in December of 1967, Dr. Christiaan Barnard performed the world's first successful transplant of the human heart our conceptions about the definition of life, and death, were brought into question. No longer could the beating of the heart be an adequate criterion. Even today, however, the line that separates the end of life and the beginning of death is thinly drawn.

Because of a then growing concern over the lack of accepted guidelines for new criteria for death a group of scholars at Harvard University, later to be known as the Harvard Ad Hoc Committee to Examine the Definition of Brain Death, met on August 1968 and subsequently proposed a set of guidelines. Published in the *Journal of the American Medical Association,*[10] the panel's recommendations were that a patient be judged dead on four grounds:

1. *Unreceptivity and Unresponsivity.* There is a total unawareness to externally applied stimuli and complete unresponsiveness—our definition of irreversible coma. Even the most intensely painful stimuli evoke no vocal or other response, not even a groan, withdrawal of a limb, or quickening of respiration.

2. *No Movements or Breathing.* Observation covering a period of at least one hour by physicians is adequate to satisfy the criteria of no spontaneous respiration or response to stimuli such as pain, touch, sound, or light. . .

3. *No Reflexes.* Irreversible coma with abolition of central nervous system activity is evidence in part by the absence of elicitable reflexes. The pupil will be fixed and dilated and will not respond to a direct source of bright light. . .

4. *Flat Electroencephalogram.* Of great confirmatory value is the flat or isoelectric EEG. We must assume that the electrodes have been properly applied, that the apparatus is functioning normally, and that the personnel in charge is competent. . .

The requirements are to be met for at least a twenty-four hour period and specifically excluded from these are individuals under the effect of hypothermia or suffering from overdoses of central nervous system depressants such as barbiturates.* However, in spite of the efforts of this group, these criteria remain only guidelines. In all but eight states† there is no legislative definition of death. As an example of what can happen in jurisdictions without such a statute, consider the case of Calenda Ward.[11]

The case took place in Santa Rosa Municipal Court (California) in December 1973. Juan Flores had been charged with manslaughter and felonious drunken driving in the death of young Calenda Ward. The 12-year-old girl had received severe brain damage and, in clinical judgement, suffered neurological or cerebral brain-death. Carefully following the Harvard criteria the physician in charge of the patient put her on cardiorespiratory support and requested that an electroencephalogram be taken. The reading of the EEG was flat. Periodically the cardiorespiratory equipment was disengaged in order that it might be determined whether or not Calenda could survive "on her own." Each time natural cardiac and respiratory functions failed.

Immediately the cardiorespiratory support system was re-engaged. After twenty-four hours a second EEG was requested by the attending physician. Again the reading was flat. Calenda was declared dead. The support system was turned off and her heart was removed for transplantation.

When the case against Juan Flores came to trial his attorney, Ralph Lopez, argued that the traditional legal definition of death is "total" death and that the defendant had not, indeed, killed her. And, in spite of the testimony of Stanford University neurologist John W. Hanbery, that the child was a victim of "brain death syndrome," Judge Frank Passalacqua dismissed the manslaughter charge, upholding instead the defense contention that death, according to traditional judicial definition, is total cessation of vital functions. Who, then, killed Calenda Ward?

The decision in the Ward—Flores case, incidently was appealed to the Superior Court where Judge Kenneth Eyman found in favor of the prosecution.[12] But the story doesn't end there. Upon finding an isoelectric EEG the attending physician pronounced Calenda dead and then turned off the cardiorespirator. Dr. Robert M. Veatch, writing in the *Hastings Center Report* about a similar incident,[13] has raised a question about the motive or moral principle which would justify turning off a respirator on a dead patient. Presumably if one is dealing with a corpse, the moral imperative would be to preserve the organs for the benefit of the living in the best possible condition—by continuing the respiration process until the heart could be removed. No moral problems would be found with such behavior; in fact, one would say that it would be morally irresponsible to run the risk of damaging the tissue. Yet the respirator was turned off—from which one can only surmise that it must have been done in order to permit the heart and lungs to stop functioning. The only plausible reason for this would be that there was some lingering doubt about whether or not Calenda Ward was dead!

Moreover, if the concept of brain death is to be accepted as the end of life, in spite of the ability to continue heart and lung functions, then is the organism being supported a human being? For, just as the pronouncement of death gives the physician the right to "pull the plug," it also conveys (surely in the absence of surviving kin) the right not to do so.

In short, the "dead" could be kept "alive" with cardiorespiratory support and put to a variety of uses.

Psychiatrist Willard Gaylin, President of the Institute of Society, Ethics and the Life Sciences, writing in a recent issue of Harper's[14] describes these "neomorts" in the following manner.

> [They] would have the legal status of the dead with none of the qualities one now associates with death. They would be warm, respirating, pulsating, evacuating, and excreting bodies requiring nursing, dietary, and general attention—*and could probably be maintained so for a period of years.* If we chose to, we could, with the technology already at hand, legally avail ourselves of these new cadavers to serve science and mankind in dramatically useful ways. The autopsy, that most respectable of medical traditions, that last gift of the dying person to the living future, could be extended in principle beyond our current recognition. To save lives and relieve suffering—traditional motives for violating tradition—we could develop hospitals (an inappropriate word because it suggests the presence of living human beings), banks, or farms of cadavers which require feeding and maintenance, in order to be harvested. To the uninitiated the "new cadavers" in their rows of respirators would seem indistinguishable from comatose patients now residing in wards of chronic neurological hospitals.[14] (p28)

Some of the major uses to which the "neomort" might be put are:

Training: Uneasy medical students could practice routine physical examinations—auscultation, percussion of the chest, examination of the retina, rectal and vaginal examinations, etc.—indeed, everything except neurological examinations, since the neomort by definition has no functioning central nervous system.

Both the student and his patient could be spared the pain, fumbling and embarrassment of the "first time."

Interns could practice standard and more difficult diagnostic procedures, from spinal taps to pneumoencephalography and the making of arteriograms, and residents could practice almost all of their surgical skills—in other words, most of the procedures that are now normally taught with the indigent in wards of major city hospitals could be taught with neomorts. Further, students could practice more exotic procedures often not available in a typical residency—eye operations, skin grafts, plastic facial surgery, amputation of useless limbs, coronary surgery, etc; they could also practice the actual removal of organs, kidneys, testicles, etc., for delivery to the transplant teams.

Testing: The neomort could be used for much of the testing of drugs and surgical procedures that now are normally performed on prisoners and volunteers. They might also be used for testing diagnostic instruments such as sophisticated electrocardiography by selectively damaging various parts of the heart to see how or whether the instrument could detect the damage.

Experimentation: Obvious forms of experimentation would be cures for illnesses which would first be induced in the neomort. Neomorts could be used to test antidotes by injecting poison or to induce cancer or virus infections for purposes of validating and comparing developing therapies.

Banking: Just as there are now blood banks, banks may someday exist for all the major organs that may be transplantable—lungs, kidney, heart, ovaries.

Harvesting: Obviously, a sizeable population of neomorts would provide a steady supply of blood, since they could be drained periodically. When the cost-benefit analysis of this system is considered, it would have to be evaluated in the same way as the lumber industry evaluates sawdust—a product which in itself is not commercially feasible but which supplies a profitable dividend as a waste from a more useful harvest.

Abortion

Abortion, along with infanticide, is one of the world's oldest methods of population control. Since January 22, 1973, when the United States Supreme Court struck down prevailing abortion statutes in Texas and Georgia, abortion has been (at least in theory) legally available throughout the US. But, as might have been expected, the pronouncement of the Court did little to still the controversy that raged between the proponents of "freedom to choose" and their opponents in the "Pro-Life Movement." According to the ruling of the Court, during the first trimester of pregnancy the decision to abort rests with the pregnant woman. The State may if it wishes regulate abortion during the second trimester in ways which are consistent with the protection of maternal health, and during the third trimester it may prohibit abortion entirely, except for cases in which it is necessary to protect maternal life or health.

Since the Court clearly indicated that statutes preventing women from being able to terminate a pregnancy are an infringement upon constitutional rights, opponents of abortion freedom have sought to circumvent the ruling by amending the Constitution to convey "personhood" and, therefore, the protection of law upon the conceptus. The abortion picture in Congress is constantly changing, and hearings on the issue in the House of Representatives may result in yet other variations. The proposals confronting the 94th Congress might be summarized as follows:

1. Absolute right to life of the unborn, no exceptions allowing abortion under any circumstances.
2. Qualified right to life of the unborn, exception to save the life of the pregnant woman.
3. Qualified right to life of the unborn; exception to save the life of the pregnant woman; effort required to save an aborted fetus.
4. Qualified right to life of the unborn; exception to save the life of the pregnant woman; exception in cases of rape.
5. Absolute right to life of the unborn defined from the point of fertilization.
6. Relegation of laws allowing, regulating, and prohibiting abortion to the states.
7. Both Congress and states empowered to protect life at all stages of biological development.[15]

Since the Supreme Court, in reaching its historic decision, clearly indicated that the fetus has never been regarded as a "person" in the eyes of the law, what then might be the likely effect of passage of an amendment conveying such status? Harriet Pilpel, writing in a recent issue of *Family Planning Perspectives*,[16] has suggested that such a step might well raise the following type of questions:

1. Could abortion be permitted to save the life of the pregnant woman?
2. Would every fetus, or fertilized ovum, be counted in the census?
3. What impact would this have on revenue sharing and/or formula grants based on population?
4. Could a pregnant woman be held in prison or in a mental institution without violating the rights of the fetus-person in her womb?
5. Could a pregnant woman be held criminally liable, if she had a miscarriage, and it was found that during her pregnancy she drank, smoked, or took drugs, got inadequate rest or engaged in strenuous activity?
6. Could all women of reproductive age be required to take monthly pregnancy tests?
7. Could the estate of a fetus sue an airline on the grounds that death of the fetus was caused by a turbulent flight?
8. Would the estate of a fetus which miscarried need to be probated?
9. Would the fetus be a dependent for tax purposes? If so, would the results of a positive pregnancy test need to be attached to the tax return?
10. Under current law all children born in the US to aliens are citizens. Would citizenship be extended to include all fetuses conceived in the United States? Could a pregnant woman who is not a citizen of the US be deported without violating the constitutional rights of the fetus-person in her womb?

These are, obviously, questions which cannot be taken lightly in reaching a decision about the personhood of the fertilized ovum. There has been yet another twist thrown into the argument about the value of the zygote with a case filed in Manhattan District Court.[17] Dr. John E. Del Zio, a Florida dentist, and his wife have charged that Dr. Raymond L. Vande Wiele, Chairman of the Department of Obstetrics and Gynecology at Columbia University and Director of Ob-Gyn services at Columbia-Presbyterian Medical Center, destroyed a culture containing the *in vitro* fertilization of Mrs. Del Zio's ova. The suit, which also names the medical center as a defendant, asks $1.5 million damages.

Their brief states that Mrs. Del Zio, whose fallopian tubes are blocked, had a laparotomy in September 1973. The ovarian tissue and fluid were sealed in a sterile tube. Dr. Landrum B.

Shettles, a physician at the Medical Center, was given the tube, to which he added Dr. Del Zio's semen. He stoppered the tube and placed it in an incubator. Four days later, a blastocyst was to be implanted in Mrs. Del Zio's womb.

The next day Dr. Vande Wiele allegedly summoned Dr. Shettles into his office to show him he had removed the stopper to destroy the sterile environment the fertilized eggs needed to survive. He said, the suit claims, that NIH rules forbid *in vitro* fertilization, but NIH told the plantiff it was not proscribed by law or NIH policy.

Fetal Research

The fifth, and final, topic is fetal research. In the summer of 1974 Congress passed a law placing a moratorium on fetal research until guidelines could be formulated. HEW had published its own proposed guidelines, which did not limit research on *in vitro* fertilization and implantation, but hinted that such a proscription might be made later. Whether the current wave of interest in restricting fetal research is, as some claim, an attempt by the antiabortion forces to deliberately confuse the issues of fetal research with the emotions of the abortion issue in conjectural. However, the major issues in the controversy are clearly visible in a case brought against four physicians at Boston City Hospital in the Spring of 1974.[18] The suit was triggered by the publication in the *New England Journal of Medicine*[19] of a study from Boston City Hospital, "Transplacental Passage of Erythromycin and Clindamycin," in which the fetuses of women admitted for abortion were infused with either of the two antibiotics and tissue samples were studied after the abortion to determine differences in drug distribution and uptake. The researchers were charged with manslaughter (in the case of the death of a 24-week-old fetus) and "violation of sepulcher," an 1814 grave-robbing law. Although they were initially suspended, the physicians were subsequently reinstated although all abortions at Boston City Hospital were halted.

The Massachusetts State Legislature subsequently passed a bill prohibiting research or experimentation on "any live human fetus, whether before or after expulsion from its mother's womb." In particular, the measure forbids any experimentation on a fetus that is the subject of a planned therapeutic or elective abortion. A prominent group of scientists have since, without response, called upon Governor Francis Sargent to veto the bill.[20]

The ethical issue is obvious. To some the use of to-be-aborted fetuses to advance the knowledge of fetal physiology which will, in turn, help to provide better care for the wanted conceptus *in utero* raises no difficulty. For others who, perhaps, share the opinion of Dr. Andre E. Hellegers, professor of Obstetrics at Georgetown and Director of its Kennedy Institute for the Study of Biomedical Ethics, it is horrendous. According to Hellegers, the key issue is:

> no one can give consent for research on an aborted fetus. To ask a mother who is seeking an abortion to consent to an experiment on the abortus is meaningless. It would be like asking consent from a parent who had abandoned or battered a child. To me it's like a Nazi saying, 'since we're going to put all those Jews in the gas chamber anyway, let's get some good out of them by doing medical experiments first.' [21]

It was stated, at the beginning of this article, that the five issues to be discussed would present different, but in many ways related, problems. The core that unites these issues of amniocentesis, *in vitro* fertilization, death, abortion, and fetal research is the basic question of the definition of human life and, growing from that definition, the value ascribed to it. These are not easy questions to solve and there are no facile answers.

Health educators can play a valuable role in focusing attention upon evolving bioethical issues. To do less than confront these issues with students is an abrogation of one's professional responsibilities.

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*Contrary to the impressions created by the media coverage of the Quinlan case, it should be pointed out that Karen Ann Quinlan was (is) clearly alive in relation to such criteria.

†Kansas adopted a legislative definition of death in 1970, Maryland in 1972. Other states to adopt legal definitions since that time are Oregon, Michigan, California, Virginia, Georgia, and New Mexico.

CARDIOPULMONARY RESUSCITATION (CPR)

PRESIDER: Carole Stewart, Mississippi University for Women, Columbus, Mississippi
RECORDER: Jim Rogers, Oklahoma State University, Stillwater, Oklahoma
OFFICERS ELECTED: Betty S. Baker; Robert "Rick" Barnes
SPEAKER: Mary Ann Brown, University of Southern Mississippi, Hattiesburg, Mississippi

Ms. Brown traced the history of artificial respiration from a Biblical reference to present times: Development of the Sylvester Method in 1861; Howard Method in 1871; Shaffer Method in 1903; Acklin Method in 1916; and the CPR Method in 1960.

It was stressed that CPR is necessary within four minutes or brain damage is to be expected. Over 1,000,000 people will die of heart attack this year. It was stated that Alabama is requiring CPR training for all tenth graders next year and that Federal employees were being required to certify themselves in Washington, D.C.

Needed equipment ranges from relatively low-cost manikins at $225, each, to $1,000 for full-body manikins.

The speaker stated that the "good samaritan" laws in all states would protect first aiders in their effort to assist victims.

A discussion of CPR indicated that it was a combination of artificial respiration and cardiac massage. The ABCs guide for the first aiders are: (a) airway open; (b) breathing restored; (3) cardiac restored.

Procedures for CPR:
1. For unwitnessed victim
   a. Shake adults and ask if OK
   b. Thump infants on the bottom of foot and look for response
   c. If no response,
      1. Give four quick breaths for both infants and older persons
      2. Check pulse and start cardiac massage if you find no pulse
2. For witnessed victims
   a. If victim is clutching chest and you can reach him in one minute or less, give one pre-cardiac thump and no more
   b. Follow with regular CPR

Who is eligible for CPR course?
1. Must be 13 years old to be certified
2. Under 13 years old may receive participation card
3. Eight hours of training are required
4. Courses are offered by the American Heart Association and the American National Red Cross.

In summary, it was stated that trained CPR personnel save from one-fourth to one-half of the victims they assist.

EFFECTIVE GROUP DISCUSSIONS IN SEXUALITY

PRESIDER: Jay S. Segal, University of Virginia, Charlottesville, Virginia
RECORDER: Rick Barnes, East Carolina University, Greenville, North Carolina
SPEAKER: Jay S. Segal, University of Virginia, Charlottesville, Virginia

The focus of this program was identification and discussion of specific behavior which facilitates or hinders group discussion. After viewing an ineffectual discussion on video tape, a brief time was spent in identifying specific problems.

Good discussion needs appropriate structure. The speaker identified the following needs for good discussion: opportunity for expression, specific content or topics for discussion, a definite method or approach to discussion, specific structure and guidelines for group behaviors, and an identified leader with training in facilitating group discussion.

Short video tape presentations were used to provide specific examples and where needed, corrective techniques for the following: one way discussion; non-verbal gestures; making generalizations; experimental talk, dealing with feelings; verbal non-supportive behavior; verbal supportive behavior; verbal change of topic; verbal topic maintenance; avoidance; other-person talk; and silence.

NON-TRADITIONAL APPROACHES TO SEX-HEALTH EDUCATION

PRESIDER: Marion Carr, Vice-President, Health Division, SDAAHPER, University of South Carolina, Columbia, South Carolina
RECORDER: Anthony G. Adcock, Freed-Hardman College, Henderson, Tennessee
SPEAKERS: Steve Clark, Deliverance House, Myrtle Beach, South Carolina; Rollin Reeder, "Open Door," University of South Carolina, Columbia, South Carolina

The Deliverance House is a walk-in health clinic in Myrtle Beach, South Carolina. It was begun three years ago under joint support of the University of South Carolina and the South Carolina Department of Health and Environmental Control. The purpose of Deliverance House is to meet the health education and service needs of the youth in the area who are not being served by other health service providers. The clinic is located in an old house two blocks from the beach. The clinic provides birth control services, venereal disease services, alcohol and drug services and health education and counseling. All services at the clinic are free.

All of the workers dress casually and much of the work is assumed by undergraduate students in health education. Emphasis is placed upon a close, one-to-one relationship between the workers and youth being served. The Deliverance House program has been so successful that the Department of Health and Environmental Control has taken over its total funding and other communities are considering the development of similar programs.

The use of undergraduate students as counselors and educators in the program at Myrtle Beach has proven so successful that a similar program was developed on the campus of the University of South Carolina. Known as the "Open Door," the peer counseling clinic provides educational services; but unlike the Deliverance House, it does not provide direct services. The educational services are classified into five categories: (1) health risk screening, (2) the drop-in center, (3) outreach, (4) self help, and (5) other activities.

The persons staffing the clinic are students in health education and related disciplines. They are not paid for their services, but they do receive college credit for their work. The program has been very successful. Through the outreach, the program has expanded beyond the University into the community as well.

REPORTS ON HEALTH RESEARCH PROJECTS

PRESIDER: Eugene Barnes, Southern Mississippi University, Hattiesburg, Mississippi
SPEAKERS: Charles Jackson, Patrick Tow, Hal Wingard, Old Dominion University, Norfolk, Virginia
TOPIC: A Survey of Drug Awareness and Related Behavior Among Adolescents

The purpose of this study was to critically examine student's awareness of dependency, damage, overdose and rehabilitation, as well as peer group, parental, and societal disapproval of selected drugs.

The 796 subjects were selected from junior-senior high school classes throughout Eastern Virginia. They were administered the Drug Awareness Scale (DAS) which measured potential problems from drug usage. Students responded on multiple choice bi-polarized items.

Analyses of the data, by cross-tabulations, chi-square and Cramer's V coefficients, indicated about 4/5 of the sample have received some degree of drug education. Forty-eight percent believed there was an existing drug problem in their schools. Furthermore, over half claimed drugs were frequently easy to obtain. Alcoholic beverages and marijuana were associated with most of the significant findings. Thirty-four percent of the population believed physical dependency on marijuana was an impossibility. This proportion was even higher than that associated with alcoholic beverages. A significant number felt physical dependencies on heroin (42%) and barbiturates (39%) could not be achieved. Only coffee, beer and wine are believed to have a smaller possibility of psychological dependence than marijuana. Overdose potentials were most highly associated with heroin, psychedelics, amphetamines, barbituates, and cocaine. With the exception of coffee, marijuana was next in terms of drugs considered least oriented toward psychological dependency.

Emotional damage, perceived as a possible result, appeared to be related more with heroin, psychedelics, amphetamines, barbituates, and cocaine usage than the other drugs listed. Over half of the respondents indicated having experimented with marijuana. Thus, one could easily understand that marijuana had the highest percentage of perceived approval from society, parents, and peer groups.

It was obvious that some degree of drug education is being conducted in the surveyed schools. Units ranging from one lecture presentation all the way up to full semester courses were indicated. Results of this study raise some leading questions as to program effectiveness. The dangers of selected drugs are not clearly understood by the subjects. It appears that those drugs with actually higher potentials of danger and damage, are maintained by students' perceptions as having lower potentials. In addition, drug awareness was found to be significantly related to age, grade level, and sex and moderately related to ethnic background. Athletes and non-athletes made similar responses.

SPEAKER: Mark B. Dignan, University of North Carolina, Greensboro, North Carolina
TOPIC: Efficacy of Screening for Hypertension Using Blood Pressure Measurement

Statement of the Problem

This study was designed to investigate the efficacy of screening for hypertension using blood pressure by determining the extent of agreement between conclusions drawn from blood pressure measurement and other confirmatory diagnostic procedures.

Methodology

Results of measurement of systolic and diastolic blood pressure, urinalysis for protein, hematocrit, serum cholesterol, body weight, height, sex and age for 931 subjects were gathered from medical records. Hypertension was determined by a systolic blood pressure of 90mm Hg or greater and/or a diastolic blood pressure of 90mm Hg or greater. The data were treated using a two group discriminate analysis, and a Bayesian analysis. Bayes' theorem was used to determine the probability of observing abnormally high values of systolic and diastolic blood pressure coincident with abnormal elevation of other diagnostic parameters.

Results and Discussion

Using the determination of hypertension or normotension as defined, the discriminant functions derived using the independent variables mentioned above resulted in significant discrimination between hypertension and normotension ($F = 28.56$, $df = 6, 924$, $p \leq .01$). Proteinuria, body weight and age are found to be the independent variables contributing to overall discrimination. It was determined using Bayes' theorem that there was an 85% chance of finding blood pressure in the hypertensive range if the results of tests for protein in urine, hematocrit, serum cholesterol and overweight are elevated.

Conclusions

It was concluded that hypertension can be differentiated from normotension using results of urinalysis for protein, body weight and age; in addition to systolic and diastolic blood pressure. Second, in the absence of any one "true" test definitive of hypertension, the potential for error persists despite extensive testing procedures. Finally, it was concluded that measurement of blood pressure is an efficacious, if not perfect, screening device for hypertension.

SPEAKER: Larry M. Bridges, University of New Mexico, Albuquerque, New Mexico
TOPIC: A Study of the Current Status and Future Development of Undergraduate Professional Preparation in Health Education

1. The purpose of this study was to describe the current status of undergraduate professional preparation in health education in selected institutions and to study future directions of professional preparation in health education.
2. The problem investigated in this study was to predict what changes undergraduate professional preparation in health education may undergo during the next ten years.
3. A descriptive survey was conducted utilizing on-site visits as a major technique of data collection. Nine department chairmen and forty-four faculty members from nine selected universities were interviewed. In addition, four selected national leaders were interviewed. These, together with the literature review, comprised the primary sources of information.
4. Selected Conclusions
    a. There was an identifiable trend for health education to move toward the allied health sciences and away from departments or colleges of health, physical education, and recreation, and colleges of education.

b. Health education departmental budgets increased when the degree programs were independent of both the colleges of education and the colleges or schools of health, physical education, and recreation.

c. There is a trend toward the development of single degree programs in health education with school health and community health options.

d. Of significance to administrators is the potential for conflict among faculty arising from differing philosophical viewpoints about the relative importance of school health and community health.

e. States with specific certification standards for health education teachers coupled with legislation that requires that health education be taught in the public schools by certified health teachers will continue to have better health education.

SPEAKER: Ila Kay Guraedy, Southern Methodist University, Dallas, Texas
TOPIC: Morale of Senior Adults in the Liss-Hirschberg Exercise Program

The investigation entailed a study to determine the relationship between participation in the Liss-Hirschberg exercise program for senior adults and changes in morale. Ages of the subjects ranged from 62 to 90 years. The experimental group (N=37) participated in the Liss-Hirschberg exercise program three days a week at the Jewish Community Center on a regular basis to play cards. The Revised Philadelphia Geriatric Center Morale Scale (PGC) was administered to both groups once a month for three months to assess the level of morale. The data collected on the three trials of the PGC were treated with a two-way analysis of variance with repeated measures. The data revealed that there was no significant relationship between participation in the exercise program and the level of morale.

This investigator believes that the numbers of variables that act and interact to reflect the level of morale of the aged are so numerous that attempts to control them may make quantitative assessment extremely difficult if not impossible. Such variables as health, economic status, and death of a spouse (Kutner, 1956); disengagement with age (Cumming & Henry, 1961); activities such as visits with relatives and friends, attending church services with neighbors (Ortiz-Ortero, 1977) have all been shown to influence and/or alter, at any given point in time, the level of morale of aged individuals. Thus the Revised PGC morale scale, as presently constituted, may not be sensitive enough to discriminate among the many variables influencing morale.

SPEAKER: Darrell Crase, Memphis State University, Memphis, Tennessee
TOPIC: Effect of Death Education on Students' Behavior: A Review of Research Literature

Statement of the Problem

The problem is concerned with determining the impact of death and dying instruction on student's behavior.

Methodology

Professional literature in the areas of death and dying were reviewed. Studies analyzed were limited and utilized descriptive, experimental, or quasi-experimental techniques.

Results and Discussion

Using a student population of 692 students, Hardt developed a reliable and valid instrument for assessing students' attitudes toward death. The variable of age, sex, social position, church attendance, and recency of experiences with death had little effect on the testing population's attitude toward death. In a similar, but later study, Hardt demonstrated the improvement of attitudes toward death among 86 students.

Knott and Prull, through a pre- and post-test design using an experimental and a control group of 70 students, demonstrated statistical significance in only one category: In comparison to the controls, the members of the experimental group showed a marked increase in thought about their death.

Bell utilized an experimental format to examine the influence of a course on death and dying on the death attitudes of college students. The data indicate significant changes in the cognitive/attitudinal component but no change among items constituting the affective dimension.

Clinical investigations by Leviton seem to indicate the following: (1) Death education does not appear to have an immediate effect on Fear of Death, (2) Anxiety over death seems to be alleviated through death education courses, and (3) Death educated students feel more comfortable about their own death and that of loved ones.

Conclusions

Limited research has been conducted at this point and the findings are of limited use. A host of questions still need answering. Among them, what is the impact of death education on students' behavior? What are the behavioral/attitudinal changes desired from educating about death and dying? Considerable research is needed to support the efficacy of death education in the schools.

THE USE OF PARAPROFESSIONALS IN HEALTH EDUCATION PROGRAMS IN ARKANSAS

PRESIDER: Catherine Binns, Vice President-Elect, Health Division, SDAAHPER, Atlanta Public Schools, Atlanta, Georgia

SPEAKERS: Emogene Fox, Health Education Specialist, Cooperative Extension Service, Little Rock, Arkansas; Jane Wewer Lammers, Health Education Department, University of Central Arkansas, Conway, Arkansas

Introduction

Numerous approaches are being taken to reach and positively influence individuals and families to increase their concern for, improve and maintain their personal health. A new approach was taken in Arkansas by the Cooperative Extension Service, University of Arkansas. Indigenous homemakers were employed as community health education aides in Cross and Drew Counties as one of six special projects funded by the Bureau of Health Education, Center for Disease Control, Public Health Service, Department of HEW.

Health aides are certainly not new. Aides who provide only educational service to the people in their local community have been less widely used. Generally, various types of health aides provide one or more health related services in addition to education. For example, aides employed to work in migrant health projects under the 1962 Migrant Health Act are trained not only in basic human skills but in technical skills of nursing, health education and sanitation.[1]

In discussing role performance of paraprofessionals in mental health, Alley and Blanton[2] state:

> Compared with other groups, new careerists (paraprofessionals) appeared to take on the major burden of outreach work, expediting, education, and prevention, consultation with community groups, and group counseling. New careerists and social workers carried a similarly heavy proportion of the workload in the area of crisis intervention and emergency work.

The 1972 report of the Senate Special Committee on Aging sets forth the basic components of home health services:

> Components of home delivered health services, which provide a broad base upon which an effective care system can be built and extended, are those of nursing, social work, the "therapies" (Occupational Therapy, Physical Therapy, Speech) and homemaker-home health aide services.[3]

The Public Health Service describes another type of aide as the Homemaker-Health Aide to compliment the services of professionals. The general tasks making up the role are described:

> She helps meet the health and social needs of families under stress. Appropriate and effective utilization of her services is determined by multi-discipline assessment of total needs of the patient and planning for his care. Evaluation by physician, nurse, social worker and other professional disciplines permits the selection of the aide best suited to give the care. The written patient care plan is approved by the physician and carried out by the professional health workers and the homemaker-home health aide.

The Extension health education aides grew out of the aide concept which the Alabama Extension Service piloted five years before the national program of the Expanded Food and Nutrition Education Program, which was authorized in 1968 and was implemented early in 1969. EFNEP is directed entirely toward low-income families. The health education program is made available to all families regardless of economic level. This program seeks to upgrade the diets of low-income families through education. Feaster[6] describes the program as follows:

> Food and nutrition education has always been a major activity of the Extension Service, but the EFNEP represents a substantial change in magnitude, orientation, and approach from past efforts. Changes include a broadened scope of food and nutrition education with special focus on hard-to-reach families in poverty, many of which are minority groups living in urban areas. Also, the Extension Service is now using paid nonprofessionals to extend the efforts of professional home economists in helping families improve their food knowledge and food consumption practices. . . . Additionally, families are provided information on resources and Government programs in the community that may provide assistance in improving their dietary practices and living standards.

In 1975, the Arkansas Cooperative Extension Service created six half-time health education aide positions each in Cross and Drew Counties. Both counties were chosen on the basis of population, geographic location and abilities of the county Extension staffs. Although the aide concept was not new with the Cooperative Extension Services, the concept of teaching health education aides was the first to be undertaken by the organization nationwide.

Goal and Objectives

The overall goal of the health education aide program is to demonstrate the effectiveness of the health education aides in working one to one or in small groups with the target audiences to increase their health knowledge, promote desirable health attitudes and positively influence their health behavior. The objectives were designed to meet the health needs of the people. More specifically, the paraprofessionals were instructed to teach the program families: 1) how daily living habits influence their health, 2) to use preventive health practices, 3) when and how to use self-care and when to seek medical care, 4) how a clean, pleasant home and surroundings contribute to positive health, and 5) to understand the local health care services. As the paraprofessionals work with their families, they refer them to the available health care resources in their respective counties and after referral, conduct follow-up to encourage better use of the local health care delivery system.

Audiences and Materials

Families were selected through referrals and direct contacts. Target audiences included economically deprived families but were not limited to this clientele. Several middle income families were also enrolled as program families. In order of priority, the aide chose families from among new parents, economically deprived families with children or grandchildren, middle-aged families, and elderly people living at home.

Two state Extension health education specialists and the state leader for health education utilized the Expanded Food and Nutrition Program model to develop the materials and guidelines. All the subject matter materials for the program are prepared in the form of mini-lessons, written by the health education specialists, and reviewed by the faculty at the University of Arkansas for Medical Sciences. When the aides visit with their program families, they teach one mini-lesson to the homemaker and at the conclusion of the lesson to the homemaker leave a summary of the material for the homemaker to study and refer to if necessary. Supportive materials left with the homemaker are prepared simply and creatively so that the homemaker can easily understand them.

Training

The Health Education Aides were involved in an initial intensive three week—120 hours training program. This training included an overview in selected subject areas of health education. More importantly, an underlying theme or philosophy was adopted, namely that each individual should assume the responsibility for maintaining his/her own health, rather than expecting health professionals to assume this responsibility. Both aide training and their teaching is designed to promote this philosophy.

This training included a general overview and specific information on such things as:

- Recognized risk factors involved in coronary heart diseases
- Cancer education emphasizing importance of early detection
- Diet and weight control
- Diabetes education
- Venereal disease education
- Basic first aid for life-saving situations
- Mental health
- Health quackery
- Pre-Post natal care
- Dental Health
- Basic home environment sanitation

These Health Education Aides have a minimum of high school education and are assigned to work in their local communities. Because of similarities of age, educational levels, and socio-economic levels, they can more easily relate to women with whom they work on both a one-to-one basis and small group basis. To further enhance these relationships, skill-building activities in values clarification, decision making, inter and intra personal skills were also included in the training.

In order that the Health Education Aides better understand their local health delivery system, to more effectively make referrals, local health agency representatives explained facilities and services offered through public health departments, mental health centers, other state agencies, and other volunteer and service agencies. This was a vital part of the training program.

Assessment

Assessment of each program family's progress is being done through a Family Review Form. This is administered initially when the family is enrolled and assessments are made at six month intervals. This review form contains clusters of questions relating to health practices, health knowledge, knowledge of facilities and services available.

After a six month period of individualized instruction with 121 of the enrolled families, the following changes took place:

- The percentage of homemakers who could name the risk factors involved in coronary heart disease increased 193.9%.
- Identification of Seven Warning Signals of Cancer increased by 205%.
- The percentage of women who practice regular monthly breast self-examination increased by 67%.
- Percentage of women who had a blood pressure reading during the six month period increased by 30%.
- Recognition of local health facilities and services increased by 45%.
- Number of homemakers who go to the dentist regularly rather than upon a dental crisis increased only 1%.
- No appreciable change in weight loss of individual homemakers. (It was found that those people who need to lose only ten to twenty pounds have more success in weight reduction than those who are 60-70 pounds overweight.)

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WHAT'S HAPPENING? THE ELEMENTARY SCHOOL ACTIVITIES PROJECT (HAP)

PRESIDER: Marian K. Solleder, Past Vice-President, Health Division, SDAAHPER, University of North Carolina, Greensboro, North Carolina
RECORDER: Hal Wingard, Old Dominion University, Norfolk, Virginia
SPEAKER: Mel Fuller, University of Arkansas, Little Rock, Arkansas

IMAGINE . . .

Imagine that over a period of weeks you observe a small group of young people. At various times they . . .

— hold plastic strips against different parts of their bodies to measure external skin temperatures.

— play a board game that points out how taking risks affects their safety.

— laboriously "sit" in imaginary chairs, tiring themselves to find out how fatigue affects their ability to balance.

— wear blindfolds to find out how they rely on senses other than vision.

— measure their height and weight and combine these measurements with other data to predict how tall they are going to be.

Each time you observe these young people, they are actively investigating what their own bodies can do, how their bodies work, and how their bodies change.

Wondering if you have been observing the efforts of a new experimental health clinic? Look again, because you could be watching your own class engaged in some of the activities from the Health Activities Project (HAP).

WHAT IS HAP?

The Health Activities Project (HAP) primarily involves fifth- to eighth-grade students with their own health and safety through hands-on, discovery approach activities.

By investigating their own bodies, the students learn first-hand how their bodies function, what their bodies can do, and, most importantly, that they can make changes in the way their bodies perform. HAP's main purpose is to make students more aware of the control they have over their own health and safety.

When do you use the activities? HAP activities have been designed primarily to supplement and enrich existing school programs in health, physical education, and science. The activities have also been used successfully with a variety of other curricula and subjects, including music, math, and social science.

Is there any order to the HAP activities? The activities in this second set of HAP materials fall under four categories or areas of emphasis. We call these categories *modules*. Other activities that supplement these modules are currently under development. The activities may be used independently, but work best within the module framework.

BALANCE AND MOVEMENT
Balance and Vision
Blindfolded Traveler
Stability in Movement
Balance Board
Balance and Fatigue
Limber Up
Up and Away
Stiff Joints
Splint Relay

DECISION MAKING
On the Spot
Risky Business
Consumer's Choice

GROWTH
Equals
Size and Age
The Way We Grow
How Tall Will You Be?

SKIN AND TEMPERATURE
Map Your Temperature
Out in the Cold
The Great Heat Escape

For trial purposes during 1977-78, we would like you to present the activities within any given module in a sequence, one following the other, rather than randomly selecting one from one module and then another activity from another module.

What about equipment? Along with the written materials, HAP provides an equipment kit. About two-thirds of the HAP activities require only simple, easy-to-obtain materials and can therefore be done without a kit.

Workshops. Although the activities do not require any special health expertise on the part of the leader, we recommend attending a HAP workshop before teaching HAP activities. To obtain information about the availability of HAP workshops, contact HAP at the Lawrence Hall of Science or the nearest HAP National Trial Center. (The Newsletter, available from HAP, lists the addresses of the Centers.)

How do you lead a HAP activity? Your role as a HAP teacher is that of a facilitator (one who sets the stage) of a learning rather than that of an instructor. Through many classroom trials we have found that, in many situations, discovery through student activity is more successful than someone else verbally conveying knowledge to the students. The procedure that we suggest a facilitator follow is quickly introduce the activity, demonstrate any special procedures and equipment, and present the students with the challenge or task. Most of the allotted time should be reserved for student exploration. Trust the *activity* to help your students learn through their own explorations. Then follow the activity with questions and discussions that reinforce the ideas introduced.

What do you do while the students do the activity? While your students work, you have the opportunity to move about the room and spend your time with individuals or small groups. You can get involved as a participant, lend assistance when it is needed, help students record results, or ask questions that stimulate further activity.

Be flexible. Sometimes your students may become involved in explorations or ask questions that do not lead in the direction that you have planned. When this happens, be flexible. These situations can serve as interesting points of departure and can spur further exploration on the part of the students.

How do you lead the discussions? The discussion at the end of the activity is an opportunity for the students to compare discoveries, review the class results, and voice their experience and opinions. Avoid monopolizing the discussion; act rather as a catalyst for discussion.

How do you use the questions? Look over the suggested questions at the end of the activity, and use the ones that you think will generate the most interest. Your questioning strategy should be the one that best brings out the health and safety significance of the activity to your own class. These questions, or others of your own choosing, and the information from the HEALTH BACKGROUND section can be used to link the activity experience with the children's personal health. One very effective technique is to give the students an opportunity to describe personal experiences that bear out the activity's health connection. For example, in

Stiff Joints, you might ask students who have had a broken arm, leg, or other bone to describe how their injuries affected their performances of everyday tasks and how they learned to compensate for the injury.

THE FOLIOS

Thoroughly acquaint yourself with the contents of the activity folio before attempting to lead the activity. Each folio is laid out in a similar format to make it easier for you to find the information you want as you move from activity to activity.

SYNOPSIS

This section provides you with a capsule description of the activity.

HEALTH BACKGROUND

This section covers the health significance of the activity. Also included in this section are definitions of terms and clarifications of the concept being covered.

MATERIALS

All pieces of equipment required for each activity are listed in this section. Easily obtainable equipment that is to be provided by the teacher is marked with an asterisk. All other equipment is provided in the kit.

SETTING UP

This section outlines what you have to do to get ready for the activity. Whenever possible, have your students assist you with the preparation.

Scheduling the Activity. This part informs you of how much time the activity will require (usually one to two class periods).

THE ACTIVITY

This section gives you suggestions on introducing the activity, demonstrating any procedures and equipment, and carrying out the activity.

DISCUSSING THE RESULTS

This section includes a number of suggested questions that are designed to bring out the health significance of the activity. Choose among them and add any questions of your own.

ADDITIONAL CHALLENGES

These additional challenges may be used to extend the scope of the activity for the whole group or for interested students.

HINTS

Over the years we have discovered some general approaches that improve the flow of learning when using the experiential science approach employed by HAP. You probably know and use some of these techniques already, but for those of you who are unfamiliar with the experiential approach, we mention them here.

1. *Equipment*. Make sure that all of the required equipment is present. Do not assume that equipment is in the box without checking first.
2. *Preparation*. Check the SETTING UP section of the folio to find out if there are preparations to be made *before* you initiate the activity. For instance, in the SKIN AND TEMPERATURE activities the strip thermometers must be sterilized before each activity.
3. *Distributing the Materials*. Do not distribute the materials until you have finished the introduction and any demonstrations, and the students have been primed with a challenge and are ready to begin. If distributed earlier, equipment often diverts the students' attention from any instructions you may still have to give them.
4. *Interaction*. Hands-on, discovery-approach activities generate a great deal of student-to-student verbal interaction. While participating in HAP activities, children spontaneously exchange observations and ideas, so be prepared for louder than normal noise levels. Thi

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activity-oriented peer interaction is a valuable part of the learning process in HAP activities, so don't feel that you have to discourage it. You should of course, keep it within reasonable noise limits, i.e., the children don't have to shout.

WE WANT TO HEAR FROM YOU

The HAP activities are trial editions; they are not finished products by any means. If you are not working through a National Trials Center, we would like to hear from you directly. We need to find out from you what works, what doesn't work, and how we can improve the activities. Are there health areas of concerns for which you would like to see other HAP activities developed? We want to develop health activities that fit student and teacher needs and interests. Please send your comments to:

HAP
Lawrence Hall of Science
University of California
Berkeley, CA 94720

Remember, you make it HAPpen!

WHY CAN'T A WOMAN BE MORE LIKE A MAN?

PRESIDER: Carrie L. Warren, University of Houston, Clear Lake, Texas
RECORDER: Betty S. Baker, Southern Louisiana University, Hammond, Louisiana
SPEAKER: Nanette Bruckner, University of Houston, Clear Lake, Texas

Why cannot a woman be more like a man?
Women are irrational
Their heads are full of cotton, hay, and rags,
Why can't a woman learn to use her head—
Why is thinking something women never do
They are nothing but exasperating,
irritating
vacilating
calculating
agitating
maddening
and
infuriating
HAGS
(Prof. Higgins)

KNOW YOUR ENEMY: A SAMPLING OF SEXIST QUOTES

Chinese proverb—The glory of a man is knowledge, but the glory of a woman is to renounce knowledge.
Portuguese proverb—Do not trust a good woman, and keep away from a bad one.
West African proverb—Women are sisters nowhere.
German proverb—Whenever a woman dies there is one quarrel less on earth.
Chinese proverb—Never trust a woman, even though she has given you ten sons.
Pythagoras—There is a good principle which created order, light, and man, and an evil principle which created chaos, darkness, and woman.

RELIGION'S TREATMENT

Pope John XXIII—Woman as a person enjoys a dignity equal with men, but she was given different tasks by God and by Nature which perfect and complete the work entrusted to men.

Martin Luther—God created Adam lord of all living creatures, but Eve spoiled it all.

Daily Orthodox Jewish Prayer (for a male)—I thank thee, O Lord, that thou hast not created me a woman.

Holy Koran of Islam—Creator of the heavens and the earth, He has given you wives from among yourselves to multiply you, and cattle male and female. Nothing can be compared with Him.

The Hindu code of Manu, V—In childhood a woman must be subject to her father; in youth, to her husband; when her husband is dead, to her sons. A woman must never be free of subjugation.

St. Paul—Let the women learn in silence with all subjection . . . I suffer not a woman to usurp authority over men, but to be in silence.

EDUCATORS & RENOWNED LIBELERS

Jean Jacques Rousseau—The whole education of women ought to be relative to men. To please them, to be useful to them, to make themselves loved and honored by them, to educate them when young, to care for them when grown, to counsel them, to console them, and to make life sweet and agreeable to them—these are the duties of women at all times and what should be taught them from their infancy.

Dr. Grayson Kirk (former President, Columbia University)—
It would be naive to suggest that a B.A. can be made as attractive to girls as a marriage license.

Samuel Johnson—A man in general is better pleased when he has a good dinner than when his wife talks Greek.

Jonathan Swift—I never knew a tolerable woman to be fond of her own sex.

Sigmund Freud—The great question that has never been answered, and which I have not yet been able to answer despite my thirty years of research into the feminine soul, is: What does a woman want?

Count Leo Tolstoy—Regard the society of women as a necessary unpleasantness of social life, and avoid it as much as possible.

Napoleon Bonaparte—Nature intended women to be our slaves . . . they are our property; we are not theirs. They belong to us, just as a tree that bears fruit belongs to a gardener. What a mad idea to demand equality for women! . . . Women are nothing but machines for producing children.

Rudyard Kipling—And a woman is only a woman but a good cigar is a smoke.

Stokeley Carmichael, 1966—The only position for women in SNCC is prone.

Abbie Hoffman—The only alliance I would make with the Women's Liberation Movement is in bed.

Some Smart Thinkers:

> To Elizabeth Davis "The most wasteful 'brain' drain in America today is the drain in the kitchen sink, down which flow daily with the dishwater the aspirations and the talents of the brainiest fifty-nine and ninety-seven-hundredths percent of our citizenry—housewives whose IQ's dwarf those of the husbands whose soiled dishes they are required to wash"

Mrs. Clare Booth Luce (a woman who uses her head):
I must refuse the compliment that I think like a man. Thought has no sex. One either thinks or does not.

Have you heard that:
51% of the total population is female, and 53% of the total electorate is female, yet women have minority status.

The Profession
7% of physicians
3% of lawyers
1% of federal judges
1% of engineers
2% of business executives
3% of Congress and Senate

Ten most admired women in
1970—8 were wives!

Gallup asked both men and women whether they would vote for a woman for president—45% Male and 75% Female—Yes

THE WIDENING PAY GAP BETWEEN MEN AND WOMEN

U. S. News and World Report
Dec. 13, 1976

A woman worker with a college degree is likely to earn less than a man with only an elementary-school education.

A woman earned just 57 cents for each dollar earned by men. The average employed woman had to work nine days to get the pay earned by a man in five days.

The gap was largest in the retail sales field, where women were paid only 52 per cent as much as men.

But the pay differential did not disappear even among men and women working in the same highly skilled occupations. An earlier survey by the National Science Foundation found women scientists earning from $1,700 to $5,200 less per year than men. The median salary of women chemists, for instance, was $10,500—but for men, $15,600.

Add = F with BA—6,694
M with 8th grade—6,580
M with BA—11,795

In 1970, women accounted for 39 per cent of "professional and technical workers,"—(low paid and low prestigious jobs, however) whereas in 1945, it was 45 per cent.

We have gone from 32 percent of all college university faculty in 1930 to 18 percent in 1970.

HOW EARNINGS DIFFER

Median Annual Pay of
Year-round Full-time
Workers in all Types
of Jobs—

1955 1960 1965 1970 1974

$4,252 2,719 $11,835 $6,772

Men Women Latest
1974

Source US Census Bureau

How to Tell a Businessman from a Businesswoman

1) A businessman is aggressive; a businesswoman is pushy.
2) A businessman is good on detail; she's picky.
3) He loses his temper because he's so involved with his job; she's bitchy.
4) He gets depressed from work pressures; she has menstrual tension.
5) He's a man of the world; she's been around.

6) He's confident; she's conceited.
7) He drinks because of excessive work pressures; she's a lush.
8) He's a stern taskmaster; she's impossible to work for.
9) He's enthusiastic; she's emotional.
10) He follows through; she doesn't know when to quit.
11) His judgments are her prejudices.
12) He isn't afraid to say what he thinks; she's mouthy.
13) He exercises authority diligently; she's power-mad.
14) If he is a yes man, she is supportive.
15) If he is an asslicker, she is sweet.*
16) If he is persistent, she is hysterical.
17) If he is handsome, she is "a piece".
18) If he is successful, she is a ball breaker
up tight
Hard dame
Bitch
The only successful woman I've met who isn't a
19) If he is politically involved or committed, she is over emotional.

The only legal right shared by all women under the constitution is the right to vote (won, not given, in 1920).

In the USA, there are 1,000 individual state laws that discriminate according to sex. In one state a woman's clothes legally belongs to her husband.

The Equal Rights Amendment finally passed the U. S. Congress in 1972 after a 49 year struggle and we are waiting for states ratification. Final enactment will occur after ratification by a minimum of 38 states.

EQUAL RIGHTS AMENDMENT—WHAT IS IT

1) Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.
2) The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.
3) This amendment shall take effect two years after the date of ratification.

*1) Women would be eligible for the draft
2) Women would no longer have to take their husbands names upon marriage; the last name of their children would be a matter of the parents choice.
*3) In case of divorce, alimony would be paid either by the husband or the wife, depending on financial status.
*4) Child-custody laws would no longer favor mothers; judges would have to decide custody in terms of where a child's welfare was best served.
*5) Unequal prison sentences for men and women would no longer be allowd.
*Equality for men also—Male liberation

POLITICS OF HOUSEWORK

"I don't mind sharing the housework, but I don't do it very well. We should each do the things we're best at."

Meaning: Unfortunately I'm no good at things like washing dishes or cooking. What I do best is a little light carpentry, changing light bulbs, moving furniture (*how often do you move furniture?*)

Also Meaning: Historically the lower classes (black men and us) have had hundreds of years experience doing menial jobs. It would be a waste of manpower to train someone else to do them now.

Also Meaning: I don't like the dull stupid boring jobs, so you should do them.

"I *hate* it more than you. You don't mind it so much."

Meaning: Housework is garbage work. It's the worst crap I've ever done. It's degrading and humiliating for someone of *my* intelligence to do it. But for someone of *your* intelligence . . .

"I don't mind sharing the work, but you'll have to show me how to do it."

Meaning: I ask a lot of questions and you'll have to show me everything everytime I do it because I don't remember so good. Also don't try to sit down and read while I'm doing my jobs because I'm going to annoy hell out of you until it's easier to do them yourself.

"We used to be so happy!" (Said whenever it was his turn to do something.)

Meaning: I used to be so happy.

Meaning: Life without housework is bliss. (*No quarrel here. Perfect agreement.*)

"We have different standards, and why should I have to work to your standards. That's unfair."

Meaning: If I begin to get bugged by the dirt and crap I will say "This place sure is a sty" or "How can anyone live like this?" and wait for your reaction. I know that all women have a sore called "Guilt over a messy house" or "Household work is ultimately my responsibility." I know that men have caused that sore—if anyone visits and the place *is* a sty, they're not going to leave and say "He sure is a lousy housekeeper." You'll take the rap in any case. I can outwait you.

Also Meaning; I can provo[illegible] scenes over the housework issue. Eventually doing all the housework yourself [illegible]nful to you than trying to get me to do half. Or I'll suggest we get a maid. She [illegible]hare of the work. You will do yours. It's women's work.

"I've got nothing against [illegible]sework, but you can't make me do it on your schedule."

Meaning: Passive resistance. I'l[illegible]t when I damned well please, if at all. If my job is doing dishes, it's easier to do them once a week. If taking out laundry, once a month. If washing the floors, once a year. If you don't like it, do it yourself oftener, and then I won't do it at all.

1) Horner (1968)
   Fear of success (65% F, 10% M)
   After first term finals, Anne finds herself at the top of her medical class
   a) fear of social rejection
   b) concern about ones normality or feminity
   c) denial
2) Broverman and Broverman—Mental Health Practitioners (psychologists, social workers, etc.)
   a) mature well adjusted man
   b) mature well adjusted woman
   c) mature well adjusted person
   Women were judged to be
   a) more submissive
   b) less independent
   c) less adventurous
   d) more easily influenced
   e) less aggressive
   f) less competitive
   g) more emotional, excitable and vain
3) Summers and Kiesler—asked about successes of
   Dr. Mark Greer—ability
   Dr. Marcia Greer—Luck
   Men also report: she had an easier task and worked harder.
4) Men motivated by achievement needs
   Women—affiliation needs

HOW DID WE GET HERE

How did we get here—SOCIALIZATION

I. Toys

II. T.V.'s
  - a. more men
  - b. 70% of men in advertisements shown as authorities; 14% of women

  Buying Product: or agreeing to buy: 56% of women; 30% men

  Men who tried product were promised social and career advancement. Women: family or men would like them more.

III. Schools
  - a. Books—Boys are seen as active, curious and independent,
    Girls—dependent, little curiosity or initiative, needing help of boys (*when shown*)
  - b. Junior high school. She learns—
    1. boys do not like smart girls
    2. her future success is dependent on attracting, catching and holding one of these boys
  - c. College—place to find husband.
    Look for a job: typing
    male college graduates—executive training
    female—secretaries
    1. women—50% freshman class
       21% graduate students
       14% faculty
       5% full professors

HOW DO WE GET OUT OF OUR PRESENT POSITION

1) Raise the consciousness of our situation—both males and females
2) revolt
   - a) economically
   - b) politically
   - c) socially
   - d) educationally
   - e) psychologically

Remember:

Sexism is not a joke . . . a society that benefits from half of its potential contributors is clearly losing. Unfortunately, sex prejudice seems to be the last socially acceptable prejudice.

But Equally Remember:

If we are not for ourselves then who will be for us.
If we are only for ourselves, then what are we
If not now, WHEN?

PHYSICAL EDUCATION DIVISION MEETINGS

CLOGGING, FOLK AND SQUARE DANCING

PRESIDER: Nelson Neal, University of Mississippi, University, Mississippi
RECORDER: Peggy Berkstresser, Harman Junior High School, Houston, Texas
SPEAKER: Birdie Bell, North Georgia College, Dahlonega, Georgia

Clogging: Miss Bell taught clog steps to the participants, emphasizing sounds and weight distribution. The jingle taps used in clogging also help distinguish steps due to the sounds made. As each step was learned the tempo was increased to normal speed.

Miss Bell then demonstrated more complex footwork and the participants took a short break. Steps were then combined in sequence.

Square Dancing: The truly American Big Circle Mountain Square dancing method was taught. Participants formed a big circle (moved using buck step) to begin, broke into small circles for body; returned to big circle for finish.

DANCE: A MULTI-MEDIA EXPERIENCE

PRESIDING: Nelson Neal, University of Mississippi, University, Mississippi
RECORDING: Phyllis Penney, Auburn University, Auburn, Alabama
OFFICERS ELECTED: Chairperson-Elect—Dorothy Brown; Secretary—Barbara Jo Bray
SPEAKER: Robert L. Tettleton, Professor of Art, University of Mississippi, University, Mississippi

The first experiment the speaker presented was in color sequencing which was intended to work with dance as an intermedia-interdisciplinary device. The experiment was a hand-painted movie film made by the participants in the session. The experiment was intended to:

1. Motivate movement;
2. Provide visual stimuli in forming various movements;
3. Enhance the total effect of the dance with the motion of the film and the color order and arrangement; and
4. Stimulate artistic feelings through a variety of sensory responses—in order to heighten feelings.

A variation of this experiment would be to review the film and record found sounds to accompany the visual presentation. This could be done in rhythm or without.

The speaker presented another intermedia experiment between sculpture and dance. The experiment involved movement inside tubular jersey. The experiment was intended to:

1. Teach a feeling for force from inside a "skin" as it relates to shape and contour and
2. Emphasize movement as it relates to sculpture and dance. For example, inward and outward movement through and around planes.

A variation would be to do this experiment with non-stretchable fabric such as a nylon parachute. This could be done with emphasis on more static form.

DANCE AND MUSIC IN THE ELEMENTARY SCHOOL

PRESIDER: Nelson Neal, University of Mississippi, University, Mississippi
RECORDER: Jackie Talley, Jefferson County Schools, Birmingham, Alabama
SPEAKERS: Larry Bruce (Physical Education) and Gay Calhoun (Music), Bramlett Elementary School, Oxford, Mississippi

Physical education and music are two parts of the elementary school program that can function better when they are coordinated than when they are separate, because so many times the music teacher overlaps the physical education program by teaching music through the use of movement while the physical education teacher is overlapping the music program by teaching movement through the use of music/rhythm. Rather than both teachers teaching the same things, it is better to coordinate so that they can efficiently use their time. Thus, the physical education teacher can make adequate use of the music person's expertise to help structure the movement to music so that it will fit in with music.

Be creative! You don't have to use only those dances that are contained in a book. Make up your own. The children really love popular music. Then structure the dances so that they will fit the group that you teach.

The areas to be discussed are as follows:

I. NAMES IN RHYTHM
- A. Say your name
- B. Clap your name
- C. Put your name to a pattern of clap, snap, patch, stamp
- D. Put names to accompany music (probably a record)
- E. Put names on feet and/or body parts
- F. Dance sets of names

II. NURSERY RHYMES
- A. Clap and say a familiar rhyme
- B. Walk rhyme
- C. Walk beat, clap and say the rhythm of the rhyme
- D. Clap and stamp out the ABC song
- E. Put the ABC pattern to music (Sweet Georgia Brown)
  - 1. Move to Right in 4 slides on:
    A B C D E F G
  - 2. Left two slides
    H I J K
  - 3. Stand in place and move feet quickly to:
    L M N O P
  - 4. Up three on QRS
  - 5. Back three on TUV
  - 6. Turn on WX Y and Z with the following foot pattern
    X is the half-way point of the turn.
  - 7. Pattern is repeated throughout record.
  - 8. One place in record theme begins early and omits the last turn.

III. VARIOUS FOOT PATTERNS
- A. PREPARATION BY SETS OF 8: Clap eight, then clap only specified numbers. Next, put this same sequence on the feet.
- B. MARCHING VALUES: Bear, soldier, football player
- C. MARCH SPECIFIED WORDS OR PHRASES: Monkey; Elephant; Mississippi; Little Rock, Arkansas; Oxford, Mississippi
- D. SPLIT THE APPLE
  - 1/1
  - 2/1
  - 4/1
  - 8/1

IV. HAP PALMER
- A. *MODERN TUNES FOR MODERN INSTRUMENTS*
  "SUNSHINE" Motor Cycles or Robot Movement Series
  - ROBOT INTRODUCTION: Turn on the robot (4 times)
    - PART A: Bend from waist alternating sides of the body with hands and arms in robot "stance"
    - PART B: Bend over to floor and up as if pulling up pants
  - MOTOR CYCLES INTRODUCTION: Crank motor cycle (4 times)
    - PART A: Walk in riding position bobbying up and down from waist as if on a bumpy road; then change directions for 16 more beats.
    - PART B: Bend as if repairing a flat tire.

  "MECHANICAL MAN" Sawing Wood Series
    - PART ONE: Move toward center of circle in "three step patterns" moving arms and shoulders in sawing motion——4 sets to center of circle and 4 sets to back up to circle

PART TWO: Hit thighs in patching motion and lift hands and arms into air in slow movement (we see a rattle—and we tremble)

INTERLUDE before going bact to PART ONE of eight beats

"MAIN STREET PARADE"

PART ONE: March in circle, then change directions when music repeats them

PART TWO: Move in center of circle by slow, stiff, tin soldier steps (8 in, 8 out)

V. MODERN POP TUNES

A. DISCO DUCK

INTRODUCTION: 2 beats, 2 sets of eight "bumping knees," and 2 sets of 8 flapping elbows

VERSE: Flap elbows on every beat and step up—up (one foot at a time) back, back.

This movement continues through the verse until you hear "Look at Me—I'm a Disco Duck"

INTERLUDE before Chorus of 2 sets of eight. Stand still and flap elbows and bump knees.

CHORUS: Move in circle walking like a duck and flapping elbows. When the discos are repeated, turn and change direction on the fourth disco.

INTRODUCTION AND VERSE: There are only 2 sets of eight as an introduction to the second verse. Stand facing inside the circle and flap elbows.

Then continue the second verse and chorus as done previously.

B. RUBBERBAND MAN

INTRODUCTION: 2 sets of eight beats: Hands up 8 beats: Hands front 8 beats: Hands side (extended parallel) 8 beats: Then keep this stance for an extra 8 beats.

Hands up in stretching 4 beats, front in stretching beats, sides stretching 4 beats.

VERSE BEGINS "Hand me down . . ." Repeat the same stretching motions in the sets of fours but the pattern will include a down movement.

Up 4, front 4, side 4, down 4

Up 4, front 4, side 4, down 4

CHORUS: "Come on, prepare yourself for the Rubberband . . . Man . . ." Right heel back, left heel back, then on "rubberband," make 3 springing steps in place with hands and arms out front making simultaneous movement with the feet as if pulling on elastic string. This motion is done twice.

Then, the entire chorus movement is repeated. (two repeats)

INTERLUDE OF TALKING: Move in 1 2 3 patterns until you hear "all right"

VERSE BEGINS AGAIN: This time the previous patterns are repeated through verse and chorus.

INTERLUDE OF TALKING AGAIN: Same sets of 1 2 3 motion with body to music. Listen for "Wiggles it up" and "Around his nose" and guaranteed to "Blow your mind" and let motions pantomine. This time the chorus will be brought back in by a preparatory 5 beats. When these are heard, stop other movement to get ready for the chorus movements which are the same as before.

INTERLUDE OF TALKING: This time let children "Let it all hang loose and pretend that they are rubberbands." Listen for the introductory 5 beats to prepare for the return of the chorus again.

LAST INTERLUDE OF TALKING: Move in the 1 2 3 motion and listen for "Move it, Move it, Move it . . ." Then let hips and shoulders move on continuous beats. Now listen for "Get down". Then in movement, ease to squatting position. Stay squatted keeping the beat and listen for the last 5 beats. Clap on these beats to end the record and dance.

C. CAR WASH Circle dance. Stand facing inside.

INTRODUCTION: Clap with record. When music makes "rumbling" change, bend from waist over into circle. With arms bent at right angle, make dipping motions to get with the beat.

VERSE: When verse begins move down to squatting position and back up in sets of 4 down, 4 up, by twisting turns, holding hands and arms to your sides as if you are moving inside a cylinder and your arms are the sides that are brushes that wash your body. (4 sets)

CHORUS: "At the Car Wash"—Move by "scoots" pointing heels then toes 8 to the right and 8 to the left (2 complete sets of right and left)

VERSE: Just like the first time (4 more sets)

CHORUS: Just as before

WORK SECTION: Work—and—work: There are eight of these. Point toe to inside of circle, then outside of circle (right one), clapping each time the toe points (on work).

After the 8th time, you turn around and then point toe to inside and then out. Repeat this.

To close out this section, there are two "wide" expansion—like claps.

Chorus ends this record.

D. STAR WARS

INTRODUCTION: Arms extended straight out to sides; then to chest, crossed.

Arms front, then to chest, crossed.

Arms up—sides—chest, crossed.

Then from closed position, make a wide, slow opening circle, counting 1 2 3 4 5 6 7 8; 1 2 3 4 5 6 7, crossing on chest on 7.

THEME: Slide, slide to the right, thrusting arms in shooting motions into the sky with each slide.

Slide, slide to the left, doing the same thing.

There are 8 complete sets of this.

THRUSTS: Arms thrust to the right side, then back

Arms thrust up over head to the left, down, up to the right and down in a fast movement when to the right.

Arms back to the right, In, Left, In, Slow opening circle again as in the introduction. Count 1 2 3 4 5 6 7, crossing chest on 7.

THEME: Four more complete sets.

CHANGE IN MUSIC: Sway right, sway left, turn to right in 3 steps.

Sway left, sway right, turn to left in 3 steps.

Sway right, sway left, turn to right in 3 steps.

THRUSTS: Left, In; Right, In; Circle, counting 1 2 3 4 5 6 7, crossing chest on 7.

THEME: Only 2 complete sets before the "Bar room" section

BAR ROOM SECTION:

Bounce in place with arms and shoulders moving a sawing motion:

Right, left, right

Left, right, left (4 sets of these)

Right, left, right

Left, right, left

Next, on change in music at this point, move forward 3 steps, back 3 steps, keeping the same arm and shoulder action (motion). There are 12 complete sets of these. Up 2 3; Back 2 3 (12 times). After the 12th set, the music smooths out and so do the movements.

For 4 sets of the Up 3, back 3, move arms in a straight, pointing with hands as if you are aiming your arms and hands in a gun movement. The arms make a circle forward with the right hand leading out; the right arm also unwinds; then the 3 steps backward are taken.

THRUST: Right, In; Left, In—circle movements with arms, this time counting 1 2 3 4 5 6 7 8, 1 2 3 4—same crossing arms on chest on 4.

THEME: Four sets of beginning theme movement. Then there are 4 more sets before the record ends. On the last 2 sets, begin to drop the level of the arm movements so that you have dropped the hands down to a position of pointing to the floor at an angle of about 45 degrees on the last phrase of the music.

"SHORT PEOPLE" Randy Newman
Wait for 4 "down beats"
Begin: 4 squats
(1) Squat right, as if looking for "short people" on beat 1. Wait for 2, 3; come up on beat 4, then squat left repeat (1) until four are completed.
(2) Verse begins
a. Move to right in "rocking horse" step, pointing with right hand (bent and palms cupped) through 7 beats—over, up, over up, over up, stop—turn.
b. Move to left, same way—continue through 4 of these
(3) Second part of verse—(They have . . . .)
Move forward by step (pause) step (pause) step, step, step
Back, Back, 1 2 3. Up, up, 1 2 3. Back, back, 1 2 3.
(4) Chorus (on downbeat of chorus—which is a beat with no words being sung) Place right heel out front and push with palms of hands away from body, 2 times. Then, pump down with fists in middle-front of body. Then place left heel out on "Beat-Don't." The pumps on "want no"—left pushes come on "short"—Middle pushes come on "People round." Continue through 2 of these until end of section when the words say "round here."
(5) On the word "here," the first squat to right looking begins again. Repeat 4 more of these.
(6) Interlude: "Short people are just the same as you and I . . ."
Walk slowly to the right. Right step, (snap) L step, (snap) R step, (snap) L step, (snap) Right, stop. Left toe, toe, toe (Left toe pointing back to left.) Then walk to left same way and after stop, point toe to right side for last 3 beats.
(7) Resume rocking step
(8) Back into last half of verse; up, up; 1 2 3; back, back, 1 2 3.
This continues through the words "get you everytime."
(9) Chorus again
    (1) Push, push Right R
    (2) Pump, pump Middle M (two of these)
    (3) Push, Push Right R
    (4) Pump, pump Middle M
(10) On word "here," begin the squats again as if looking for short people

"STAYING' ALIVE" Bee Gees
Introduction—2 or 3 sets of 8
(1) On verse, move to right 8 beats in four "dipping slides," opening arms as legs move out; and when feet close, clap hands; move left same way, 4 times.
(2) Chorus—Step in place 4 beats, beginning on right foot, then on "staying alive" in quick 1 2 3 pattern as if saying "stay alive." Continue through 3 times. 4th time, the 1 2 3 sticks when staying alive holds. Hold position for 4 beats right; 4 beats left; right, left.
(3) Variation of verse begins. Move to right in 3 steps, then clap (same step as side "roller coaster—step, step, step, clap) Move to left, 3 steps and clap.

(4) Move immediately back to the dipping slides—open, close; open, close; open, close; Back to left . . . . 4 times.
(5) Chorus repeats.
(6) Variation of verse—Move to right 3 steps and clap. Move to left 3 steps, clap. 12 of these.
(7) Verse again—Dipping slides. Slide, close (4 times)
(8) Chorus
(9) Variation Step . . . Move right 3 steps and clap. Continue until end.

Additional Hustle steps that are useful with disco and soul music:

The jumps forward or backward in these steps should be executed as if you are playing Chinese Jump Rope and step over a low rope. It is a jump that uses both feet when you land.

A. Jump up—back—open (as in a calisthenic exercise)—close
Right foot (circular motion to the right as if drawing a circle on the floor)
Left foot (does the same with the left foot)
Count and step 1 2 3, and make a quarter turn to the left.
Then complete sequence is repeated throughout the record.

B. Jump up—up—jump back—back—side—side (to the right)—side—side—(left). Then with quick "Chinese jump rope steps" up—back—up—back—making a quarter turn to the left. The turn takes place on the first time back and the second jump forward when you are in the middle of your quick jumps.

C. Step Up—(right foot) together—(bring left foot up to meet right foot)
Step Back—(left foot) together—(bring right foot back to meet left foot)
Right together; left together.
Point with right toe (wait a beat), turn (quarter turn to the left), wait a beat; then take right toe and on each beat point forward, back; forward, back, counting 1 2 3 4. Then the entire sequence is repeated throughout the music.

RECORDS USED FOR THE PRECEDING DANCES:
HAP PALMER—MODERN TUNES FOR MODERN INSTRUMENTS
DISCO AND SOUL
These records are available through Educational Activities, Freeport, NY
DISCO DUCK, RICK DEES; RUBBERBAND MAN, THE SPINNERS; CAR WASH, ROSE ROYCE; STAR WARS, MECCO.

DANCE COUNCIL EXECUTIVE BOARD MEETING

PRESIDER: Nelson Neal, University of Mississippi, University, Mississippi
RECORDER: Jackie Tally, Jefferson County Schools, Birmingham, Alabama

Business Conducted

1. Review Operating Code—[illegible]ies of Dance Chairman of each state. State Dance Chairman should be made known to the District Chairman.

2. How to get response from State dance chairman?
   a. "Update" and Southern District Newsletter could carry an advertisement for State Dance Chairman to contact the District Chairman.
   b. Contact past chairman for the information.
   c. Put an advertisement in the Convention Daily.
   d. Contact State presidents.

3. Does a regional dance conference affect attendance at district conventions? Regional conferences should encourage attendance at district meeting.

4. In the Operating Code, Election of Officers (IV, D, 1 and 3): Are changes needed? Decision was NO.

5. Discussion of the slate of officers to finalize nominees.
6. With regard to the National Dance Association, compile a list of AAHPER members interested in dance and make sure they checked NDA. By April 1, send a list from each state of names and addresses of NDA members and *any* persons interested in dance.
7. We need a list of members who are willing to teach sessions at conventions—free.
8. Spread your name around.
9. How do you promote dance in your school and community? Possibilities: flyers, brochures, art department designs program covers and posters, do performances in schools.
10. What are some problems you face in promoting dance?

ETHICS: RECRUITING AND SANITY IN ATHLETICS

PRESIDER: Frank Teske, Virginia Polytechnic Institute, Blacksburg, Virginia
RECORDER: Rose Schlie, Mississippi Gulf Coast Community College, Gautier, Mississippi
OFFICERS ELECTED: Chairperson-Elect—Keith Wills; Secretary—Ronnie Harris
SPEAKER: Charles Morris, Assistant Executive Director, National Association of Intercollegiate Athletics, Kansas City, Missouri

I join you today, not as a member of the NAIA National Office staff, but as a fellow professional; former Director of Physical Education and Athletics; former professor of physical education; former coach of baseball, basketball, football, tennis, and track; and former physical education teacher at the high school level.

I am not going to recount for you today some of the horror stories that have gone the rounds concerning "cheating" in intercollegiate athletics in recent years, nor, by the same token, am I going to present a stalwart defense of the system. Rather, today we will explore together some fundamental principles in the business of achieving sanity in the conduct of intercollegiate athletics.

ACHIEVING SANITY IN RECRUITING

1. A first step is to reexamine the fundamental role of intercollegiate athletics in the overall scheme of higher education—IF THE ROLE OF ATHLETICS IS TO BE AN INTEGRAL PART OF THE EDUCATIONAL PROCESS—EXISTING AS A PART OF THE "WHOLE" IN THE STUDENT'S PURSUIT OF A COMPLETE EDUCATION, then the practices of the athletic program must match up with the stated philosophy of the total college community.
    a. Selection and solicitation of students (athletes or not) must be centered upon the goal of creating the most positive opportunity possible for the students to realize the attainment of their immediate and long range objectives through the collegiate level program.
    ATHLETICS MUST BE USED TO SERVE THE TOTAL BASIC CURRICULAR OBJECTIVES RATHER THAN BEING USED AS AN EXTRA-CURRICULAR ACTIVITY THAT IS NO MORE THAN A "DANGLING PARTICIPLE" AS IT WERE IN THE EDUCATIONAL ENVIRONMENT.
    b. Prospective students must be encouraged to actively enter into the decision-making process in the choosing of a college career. Recruiting objectives must cover far more ground than just whether this prospect will provide us the "winning edge" over the next four years.

All those responsible for athletic administration must ask the fundamental question:

> "WILL THIS PROSPECTIVE STUDENT PROFIT FROM HIS OR HER EXPERIENCE ON OUR CAMPUS—IN THE CLASS ROOM; IN SOCIAL LIFE; IN THE TOTAL ENVIRONMENT?"

In the American system of free enterprise, it is natural to sell your product with great vigor, but in recruiting, the line is reached when the recruiter ceases and desists—has made his pitch, and the prospective student assumes the responsibility for the ultimate decision.

2. BASIC PREMISE #1 ON RECRUITING—The coach must respect the prospective student athlete—must respect his decision and choice of college—must continue to respect him as the student pursues his goal of securing the complete education and developing skills, competencies, knowledges, understandings, and perspective about things, people, and life—must continue to respect the student when he leaves the collegiate context and moves into the post-college environment—AS PROFESSIONALS, WE, MORE THAN ANYONE REALIZE THAT THE PROCESS OF BECOMING EDUCATED AND REALIZING THE BENEFITS OF THE EDUCATED PERSON IS A LIFE-LONG PURSUIT.
3. BASIC PREMISE #2 ON RECRUITING—All those responsible for athletic administration in the institution must respect other institutions in the community of higher education. EMPHASIS MUST BE PLACED ON COMMUNITY RATHER THAN ON THE DIFFERENCES THAT MIGHT SEPARATE US. Natural differences have forever existed among colleges and universities in this country—from Harvard to Principia, from State University to State College. This diversity is a source of strength rather than weakness, and with common purpose and mutual respect, we can live together in a way beneficial to all.

CONDUCTING THE SOUND INTERCOLLEGIATE PROGRAM–WHOSE RESPONSIBILITY?

1. I submit to you that legislation isn't the answer! History has proven over and over that excessive legislation has inevitably become a burden to people that oftentimes leads to internal strife and rebellion—whether it be on the individual level or national level. Complex rules, rulings and the subsequent necessity of a highly structured system to provide for the "accommodation of justice," often leads to negative and defeatist attitudes that negate the original high purposes of the rules and laws.
2. I submit to you that YOU AND I are initially and ultimately responsible for conducting sound athletic programs, and exercising this responsibility involves the following:
    a. Redefining the purposes of intercollegiate athletics—ensuring that our programs are a part of the total educational community—not a poor cousin hanging on because of the "public relations" values or impact that these programs have on generating "alumni support."
    b. Promote and promulgate information about intercollegiate athletics as a program that is imminently worthy of student participation and that has a vital place in the curriculum—that the real value of the program resides within the inherent nature of the program—

    NOT THAT THE SUCCESS OF THE PROGRAM DEPENDS ON:

    THE DEGREE OF PUBLIC SUPPORT; THE PERCENTAGE OR AMOUNT OF ALUMNI GIVING; AMOUNT OF "INK" RECEIVED THIS YEAR COMPARED TO LAST YEAR; OR THAT THE WON-LOST RECORD IS CONSISTENTLY, EVERY YEAR OVER SOME MAGIC FIGURE SUCH AS 75 PERCENT FOR THE OVER ALL PROGRAM; ETC.; ETC.; ETC . . .

    BUT THAT THE VALUE OF THE ATHLETIC PROGRAM IS BASED ON THE FACT THAT THE PROGRAM IS GEARED TO MEET THE NEEDS OF THE PARTICIPANT—IS FIRST AND FOREMOST CONCERNED WITH TOTAL GROWTH AND DEVELOPMENT OF THE PARTICIPANT.
3. We must define the true meaning of WINNING AND LOSING—we must lead in the education of students, faculty colleagues, college presidents, the general public, and the news media. WINNING INVOLVES MUCH MORE THAN OUTSCORING THE OPPONENT—outscoring the opponent represents only an elementary objective.

Whether my participation as an athlete is truly making a contribution to my becoming the educated person, cannot rest solely on whether I outscore my opponent X percentage of the time.

UNLESS

Such winning performance reflects a high expenditure of physical, mental, and emotional energy to master self; to overcome weaknesses; the ability to retain poise and concentration under the most difficult of circumstances; the development of the capacity to recognize the true condition of competition—THAT IN SPORT, THE COMPETITION TAKES PLACE INSIDE THE BOUNDARY LINES and that outside those boundary lines, the WINNER analyzes the WHY of victory and defeat alike, and remembers and practices to improve; to become a sportsman practicing true sportsmanship that recognizes the value of other human beings and reaches out for more than just the "trophy," which can become just another tarnished testimonial to the winner's insatiable vanity; a demonstration of the courage required to accept the challenge of strong opposition and the possibility of defeat, and to fearlessly enter into that competition with the hope and expectancy of growing stronger thereby.

4. We must lead by redefining success and be people of value ourselves. Our job must be more secure than last year's won-lost record; the amount of gate receipts from the just completed football season; or 100 other variables over which you—an individual—alone—by yourself have no control.

We cannot depend upon forces we are unable to control. In order to achieve any measure of professional sanity, we must have our center of emotional gravity rooted within ourselves. Letting others perpetually decide if we are "good" or "bad" leads to the dissolution of ourselves, or in the context of this discussion, the dissolution of intercollegiate athletics.

Obviously, all of us are responsive to public opinion, favorable press, the accolades and adulation that comes with great winning records, but these factors must be weighed against our own deepest self-evaluation, and not made the sole judge and measure of our worth.

WE MAY LIKE PUBLIC APPROVAL OR ENJOY THE "TRAPPINGS OF SUCCESS," BUT WE CANNOT LIVE BY IT. WE MUST PERSIST IN OUR STRIVING FOR THE LOFTIEST OF OBJECTIVES, THROUGH YEARS OF NEGLECT OR EVEN CONTEMPT, BECAUSE WE POSSESS A FIRM SENSE OF IDENTITY AND A HARD-CORE BELIEF IN THE VALUE OF WHAT WE ARE DOING.

WE MUST BE PEOPLE OF VALUE, NOT MERELY DEPENDENT ON "SUCCESS."

In conclusion, our challenge to achieve sanity in recruiting and the conduct of a sound intercollegiate program is based in we professionals' ability to apply the fundamental principles in the daily exercises of our work.

LET US ACCEPT THE CHALLENGE WITH ENTHUSIASM AND VIGOR AND STICK TO THE BASICS.

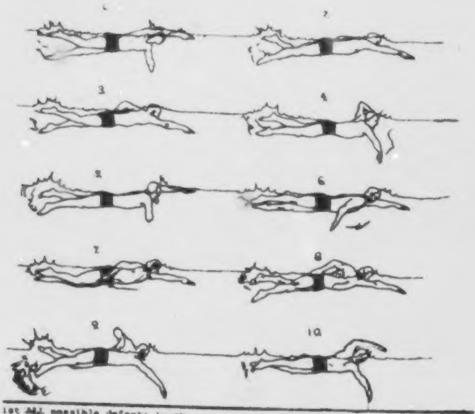
FOCUS ON PERFORMANCE: THE PHOTOGRAPHIC EYE

PRESIDER: Joel Bloom, University of Houston, Houston, Texas
RECORDER: Rogervene D. Washington, Dilliard University, New Orleans, Louisiana
SPEAKER: Joel Bloom, University of Houston, Houston, Texas

Dr. Bloom provided a multi-media demonstration and explanation of a technique for teaching swimming using videotape and performance analysis charts. This method provides an opportunity for students to see themselves performing a skill and then analyze what was done wrong and make corrections.

The performance analysis charts allow the instructor to provide instruction to the students when the instruction can be heard. A performance analysis chart is kept on each student as he swims past the instructor, allowing for more efficient evaluation. Evaluation by means of a performance chart also becomes a learning tool for the student.

The following pages include some sample *Performance Analysis Charts*. These PACS have been designed as tools for teaching. It is often difficult to make corrections of swimmers' performances while they are in the throes of activity. In many cases this is just the factor that the ears of the swimmer are under the water and the instructor cannot be heard. As a result, a comment to the swimmer is spoken, but unheard. This means that the instruction has fallen on "deaf" ears, has not been recorded and often is forgotten. By using the PAC and circling the body part making the error, the instructor records *that error* for the swimmer. This allows the instructor to write comments after the performance and notate to the student the pluses and minuses which were observed. If a sheet is kept on each student as he swims past the instructor, evaluation becomes more efficient because the instructor is not commited to an instant decision. By implementing the technique into ones testing, evaluation becomes a learning tool rather than merely a grading experience.



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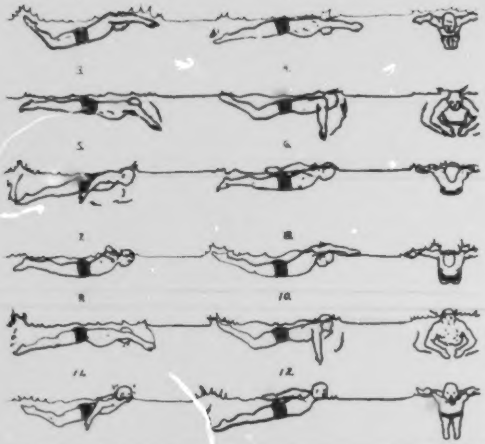

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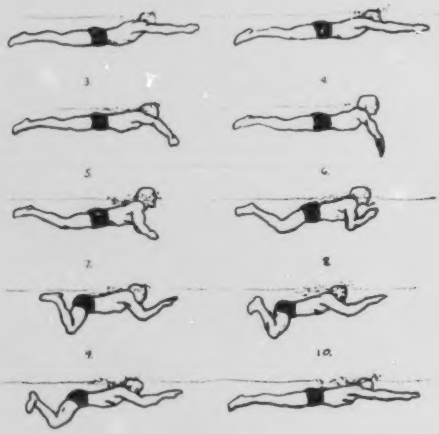

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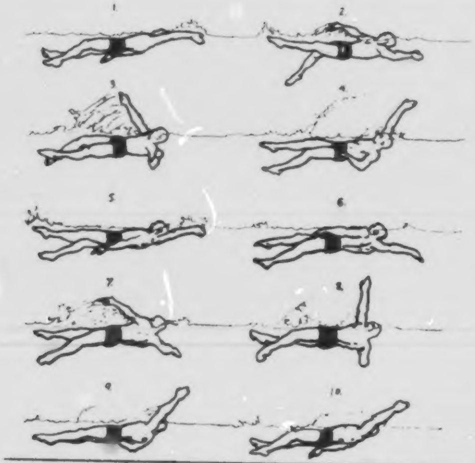

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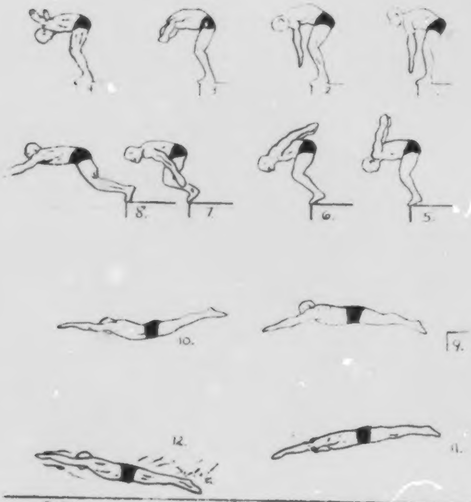

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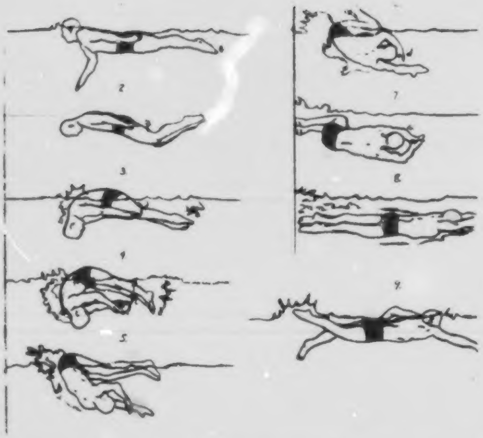

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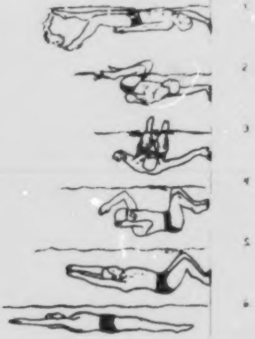

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IMPLICATIONS FOR COLLEGE PHYSICAL EDUCATION FROM THE NATIONAL CONFERENCE OF SENIOR OFFICIALS FOR THE CONSIDERATION OF RECOMMENDATIONS FROM THE UNESCO CONFERENCE ON PHYSICAL EDUCATION AND SPORT

PRESIDER: Jay B. Arnold, Valdosta State College, Valdosta, Georgia
OFFICERS ELECTED: Chairperson-Elect—Mary Louise Life, Louisiana State University, Baton Rouge, Louisiana; Secretary—Jane Doss
SPEAKER: William Wright, Norfolk State College, Norfolk, Virginia

During the Physical Education Division's Executive Council Meeting in Atlanta last year, I suggested that a program consideration for this convention might be the topic for this meeting. The idea seemed to be a good one at that time. The panelists and the moderator would be professionals from the Southern District of AAHPER who would have had direct involvement in the National Conference. Circumstances, however, as you will hear later, did not permit the idea to reach a dimension of reality. The process of regrouping required a decision as to the best approach for incorporating aspects of the pre-planned program into a communication which would be of significance to you. I trust that the decision to omit "Implications" and simply report as a chronicle will prove to be satisfactory.

Background

UNESCO, with the cooperation of the International Congress of Physical Education and Sport, convened the first International Conference of Ministers and Senior Officials responsible for Physical Education and Sport, in Paris, France, April 5-10, 1976.

The Conference took place in accordance with the work plan relating to (UNESCO) resolution 1.222.1 (e) (i) adopted by the General Conference at its eighteenth session, and was required by its terms of reference to study:

(i) the present situation of physical education and sport in the education of youth;
(ii) the role to be played by physical education and sport in the education of youth in the perspective of life-long education;
(iii) the strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport;
(iv) international cooperation for the promotion of physical education and sport.

National preparation for the international conference included a report on the status of physical education and sport in the United States along with statements concerning national promotion of and international cooperation in such programs. In fact, the report was the United States' response to an extensive questionnaire from the UNESCO Secretariat.

In the opening of the conference ". . . the Director-General indicated that the Conference marked a new departure for UNESCO as part of its activities directed towards defining a new conception of the curricula and structures of education with the aim of ensuring interdisciplinarity and continuity in the context of life-long education concept for physical education and sport as an aspect of democratization, and as a preparation for the life-long practice of sport as a right and a necessity for everyone. His closing statements seem most significant:

> "The responsibility of education in regard to sport, and the fundamental part that physical and sport education should play in education in general, seems to me to be the central themes which will give continuity and coherence to your discussions. Enshrining its own ethic, producing physiological and mental balance, providing a deep source of joy for its adepts and, when practiced in a generous spirit, constituting a powerful factor for social integration and international understanding, sport closely associated with physical education must, where this is not already the case, become not only an essential item in school and university curricula but also a cultural factor fostering modern humanism. All those who wish to help in building up the learning society we are beginning to glimpse on the far horizon must give (physical education) sport the prominent place which is its due, since it offers us the best possible example of continuity in effort, an exhilarating but well-ordered life, the sense of peace within oneself, with others and with nature; unity regained. And there is nothing which can extend this still ideal learning society to the scale of the whole world, as the common homeland of the brotherhood of man, so well as (physical education) sport. That is the aim I would set for your discussion."

The conference was attended by delegations from 101 member and associate member States, 42 of which had submitted national reports. The official United States delegation included:

Duane J. Mattheis, United States Office of Education
Simon A. McNeely, United States Office of Education
Carl A. Troester, Jr., International Congress of Health, Physical Education and Recreation
Leona Holbrook, American Academy of Physical Education
Wanda H. Jubb, Society of State Directors of Health, Physical Education and Recreation
Samuel Lee, President's Council on Physical Fitness and Sports
Robert O. Jones, United States Department of State
Stewart Tinsman, United States Delegate to UNESCO

The Conferees deliberated in plenary sessions and simultaneous sessions of two Commissions. Commission I dealt with strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport. Commission II discussed international cooperation for the promotion of physical education and sport.

A concluding action of the delegates was to authorize the Director General to publish the conference report and circulate it to Member States of UNESCO, the United Nations and the Specialized Agencies, as well as to the international, intergovernmental and nongovernmental organizations concerned. The report included the delegates' declaration that physical education and sport are essential and constituent parts of education, contributing significantly to the complete and harmonious development of each person and to his/her functioning as a responsible member of society. The true concern called for physical education and sport, in the context of life-long education, as a right of every person. The delegates agreed to bring the message and the inspiration gained at the conference back to their countrymen and to involve them in renewed efforts to provide high quality programs for all children and youth.

Of the fourteen major recommendations of the Conference, each of which included several subdivisions, one is most significant to this presentation; "Urge the Member States to take full advantage of the thrust provided by UNESCO to disseminate the findings and to implement the recommendations in all appropriate ways . . ."

National Implementation

Mr. Simon McNeely, Senior Program Officer, U.S. Office of Education, a member of the U.S. delegation to and Rapporteur for Commission I of the UNESCO Conference, assumed the initiative in organizing the National Conference. The sponsoring agencies included:

The Office of the Assistant Secretary for Education and the U.S. Office of Education, Department of Health, Education and Welfare
United States Department of State
President's Council on Physical Fitness and Sports
American Alliance for Health, Physical Education and Recreation
National Association for Sport and Physical Education
National Association for Girls and Women in Sport
The Society of State Directors of Health, Physical Education and Recreation
American Council on International Sport
International Congress on Health, Physical Education and Recreation

The representatives of the sponsoring organizations who served as members of the Planning and Steering Committee for the Conference were: Reuben (Jack) Frost, Chairman, George F. Anderson, Raymond A. Ciszek, Asahel Hayes, Robert Jones, Wanda Jubb, Simon McNeely, Carl A. Troester, William Wright.

Meetings of the Planning and Steering Committee, beginning in October, 1976, established the purposes, plans and organization for the conference.

The purposes of the conference were:

1. To inform government officials, educational leaders and concerned citizens

about the content, findings and recommendations of the UNESCO Conference on Physical Education and Sport, held in Paris, April 5-10, 1976.

2. To analyze and discuss the UNESCO findings and to prepare specific recommendations for appropriate action by national, state and local agencies, organizations, institutions and individuals in the United States.
3. To concentrate efforts on extending and improving programs of physical education and sport for all children and youth of school age.
4. To give particular attention to recommendations for physical education and sports programs that meet the special needs of specific target groups, e.g., children and youth in inner city schools, girls and women, the handicapped, and the culturally deprived.
5. To identify and encourage the development of innovative and exemplary practices and projects in physical education and sports programs at all levels.
6. To build upon the interest in physical education and sport, generated by the UNESCO Conference, and to strive to promote a lifelong concern for physical activity among all people.
7. To foster the cooperative involvement of all appropriate agencies, organizations, institutions and individuals in efforts to advance these programs.

The general plans for the National Conference included:

1. The organization of Task Forces to formulate a data base.
2. The hosting of the Conference by the U.S. State Department and the Office of Education.
3. Three days in early May, 1977, as possible dates.
4. The designation of Senior Session Officials to be considered as invitees.
5. A major concern that the highest possible level of government extended the invitation.

The committee's efforts were side-tracked by the National Elections. The committee met during the AAHPER Convention in Seattle with the hope of "re-grouping" only to learn that fruitful coordination with the new national administration had not been finalized.

Finally, new dates were established for the National Conference and the committee began implementing its plans.

Six task forces were organized to prepare informative and provocative papers which would provide direction for the planned workshop sessions of the Conference. Task Forces #1, #2, and #3 assignments were focused on the responsibilities and opportunities for strengthening physical education and sport programs, with emphasis directed toward officials and leaders, respectively, at the (1) Federal; (2) State; and (3) local community levels. Task Force #4 focused on responsibilities and opportunities of professional leaders to improve both school and out-of-school programs. Task Forces #5 and #6 concerns, respectively, were recommendations to meet the needs of handicapped and inner-city youth.

Invitations for the November 16-18, 1977, National Conference of Senior Officials to Consider UNESCO Recommendations on Physical Education and Sport were extended jointly by the Assistant Secretary for Education and the Commissioner of Education. Meetings were scheduled for the HEW Office buildings which included the newly named Hubert Humphrey Building.

The pre-registration listing resulting from the R.S.V.P indicated 228 participants for the conference. Among the featured speakers were: Dr. Mary Berry, Assistant Secretary for Education, HEW; Dr. Ernest Boyer, U.S. Commissioner of Education; Dr. Leroy Wakker, President, AAHPER; Dr. Celeste Ulrich, Past-President, AAHPER; Dr. Barbarar Forker, President's Commission on Olympic Sports; Dr. Leona Holbrook, President, American Academy of Physical Education.

Dr. Leroy Walker, President of AAHPER cautioned that "the conferees have a unique opportunity if we do not invent the wheel." In closing he stated that:

> "Commissioner Boyer reaffirmed his intent to support the recommendation Assistant Secretary for Education, Berry, avowed that she and Mr. Califano will be awaiting the results of careful review.
>
> It is necessary, in my opinion, to offer some dramatic implementation steps:

> Broad involvement of all sectors—public, private, state, federal, local communities;
> Immediate establishment of an office of physical education and sport in the U.S. Office of Education;
> Establish procedures for gaining support for financial assistance to programs at all appropriate levels;
> Implement broad, developmental programs which will serve as a base for the programs for the elite.

To achieve the ends desired and to provide proper impetus to the plan, we must become an 'interest group' which is willing to work for and support the goals of the profession. The broad effort will demand the involvement of professional people with great enthusiasm."

Present Status

Prior to coming to Little Rock, I was in telephone communication with Simon McNeely to determine the present state of the Conference Report, directions for the future, and to acknowledge his assistance in preparation for this meeting. He indicated that (1) the report is near completion; (2) the final report will be printed and distributed; (3) the recommendations will be reviewed; and (4) steps for implementation will be established. Further, he indicated that he is convinced that the results will provide great impetus to future programming efforts in the U.S. Office of Education.

MODERN DANCE CONCERT

PRESIDER: Margaret Chenier, Tuskegee Institute, Tuskegee Institute, Alabama
RECORDER: Catherine J. Williams, Grambling State University, Grambling, Louisiana
PROGRAMME:

PROGRAMME

I

COSMOTIC QUANDARY .... Music by Herbie Hancock

Choreographed by Pam Atha

The University of Arkansas Dance Company

William Adair
Mary Boyd
Kim Bowie
Holly Phillips

II

WEIRDO .... Music by

Choreographed by the Students

Mississippi University for Women Dance Group

Jene Izard
Becky Tomlinson
Ann Severance
Jennie Yost

III

ON BEING AWAKENED BY COLOR, SHAPE AND SOUND ..... Music by Mike Olfield

Choreography and Film by Nelson Neal

The University of Mississippi Dancers

Deborah Belk
Margee Killelea
Allyson Stewart
Tony Humber
Nelson Neal
Clair Wilson

IV

ATHAMAP .... Music by Hubert Laws

Choreographed by Mary Williford

The University of Arkansas Dance Company

William Adair
Pam Atha
Sherrie McAdow
Mary Boyd

V

SUITE OF SPIRITUALS .... Music by

Choreographed by Becky Tomlinson
Mississippi University for Women Dance Group
Nobody Knows the Trouble I've Seen
Sometimes I Feel Like A Motherless Child

Jackie Archer
Meme Hester
Jane Izard
Carmen Pitts
Becky Tomlinson
Jennie Yost

Brenda Brignac
Diane Ivy
Renee Nick
Mary Catherine Tindal
Ann Severance
Beth Vasser

Ev'ry Time I Feel The Spirit

Jackie Archer
Dianne Ivy

Meme Hester

Jubilation

Ensemble

Commentary:

Tonight's program included works from Southern District University dance companies.

The dances represented various themes: satirical, religious, technical, and so forth. Special effects were used to convey the total aesthetic quality; as well as enlarge on specific movements, colors, and shapes. The majority of the works were student choreographed.

"Weirdo" was a satiric comedy, using sounds, movements, and voices to which the audience quickly responded.

"Athamap" was the principal dancer's name spelled backward, which probably influenced the development of the theme of the dance, and illustrated excellent choreography for males and females.

The program was highlighted by a multimedia presentation choreographed by the Dance Council Chairperson, Nelson Neal.

A suite of spirituals by MUW ended the evening's program as dancers, dressed in white leotards and long flowing white skirts, moved gracefully from the soothing strains of "Nobody Knows the Trouble I've Seen" to an exciting climatic "Jubilation."

An overwhelmingly large crowd enjoyed the evening's performance despite the crowded audience space.

MODERN DANCE WORKSHOP FOR SECONDARY LEVEL

PRESIDER: Nelson Neal, University of Mississippi, University, Mississippi
RECORDER: Peggy Berkstresser, Hartman Junior High, Houston, Texas
SPEAKER: Anne Deloria, University of North Carolina, Greensboro, North Carolina

This was a participation session in modern dance technique appropriate for beginning level secondary school boys and girls. The lesson was presented as if it were a class situation and followed the principles developed by the presenters:

1. To meet the students where they are;
2. To have a specific focus to the lesson;
3. To develop the lesson by incorporating basic movement principles presented by the teachers, including some improvisational and compositional materials; and
4. To balance the lesson in terms of time (moving around the body and moving in the space), energy level and qualities, and individual and group needs.

The session was introduced by a general warm-up—walking in different directions, levels and speeds—and ended in a mirroring exercise focused on sinking and rising. A more structured section of the lesson followed, using swings and suspensions as a base and developing to a floor sequence that ended with jumps, turns, suspensions and vibratory movement. The students were then encouraged to improvise on the material by changing the order and time of the sequence. The session ended with a centering exercise to encourage relaxation and a feeling of repose.

MOVEMENT EDUCATION—BEYOND LESSON X

PRESIDING: Shirley Ann Holt/Hale, Linden Elementary School, Oak Ridge, Tennessee
RECORDING: Shirley F. Harageones, Memphis City Schools, Memphis, Tennessee
OFFICERS ELECTED: Chairman-Elect—Ida Chadwick; Secretary—Vicki L. Mingin
SPEAKER: George Graham, University of Georgia, Athens, Georgia

The term movement education means different things to different people. Tanner and Barrett (1975), for example, reported the results of a committee that had worked since 1968 to provide a common terminology in elementary school physical education. They reported that there were generally three different interpretations of the term movement education.

The lack of agreement over the meaning of the term persists as two of the most recent elementary school physical education texts clearly illustrate. Logsden (1977) defined physical education as "that *part of movement education* which has been designated as a responsible educational program (subject) in school curriculum." (p. 11) In contrast, Krueger and Krueger (1977) entitled their text *Movement Education in Physical Education*. Larry Locke, an interested non-participant observer of "the movement movement," concluded that "Movement education is whatever you say it is." (1976)

In this presentation, we have no intention of attempting to clarify the disagreement over terminology. There is an obvious need, however, for us to provide you with our definition of movement education so that you will be able to understand what is it that we are "going beyond."

The definition that we are utilizing is applied rather than theoretical, i.e., it is derived from actual observations of teachers rather than a particular philosophical position.

Movement education, as interpreted by teachers in school programs, seems to have two common characteristics that distinguish it from other types of physical education programs. Teachers label lessons as "movement education" when:

1. The lessons focus on learning and understanding movement themes (generally traceable to the work of Rudolf Laban (Figure 1), and
2. The methodology varies beyond "direct" within the lesson. (Figure 2)

While there are obvious exceptions to the interpretation, it has been our experience that this practical definition of movement education can be verified through observation and discussions with elementary school teachers who say they teach movement education. There are other facets to this operational definition; however, they are observed less frequently and therefore are not included as part of the definition.

Utilizing this applied definition of movement education,* our purpose is to suggest that movement education need not "end" at the primary grade level, or for that matter that movement education is only appropriate for elementary school children. In fact, we are suggesting that the concept of movement education, as defined in this presentation, can, and in many instances does, provide the foundation for programs of physical education from pre-school through adulthood, for both the unskilled and the Olympic competitor as well.

The concept "Beyond Lesson X" can best be explained by describing the two components of our applied definition in detail. It is important to recognize that the components are interactive and in practice are employed in tandem rather than separately.

Movement Themes

Whether a teacher is working with a pre-school class or coaching a varsity sport at the college level, the study of movement forms the core of the program. This concept can best be illustrated by tracing a particular movement theme as it is studied by young children, to the advanced movements practiced by skilled performers.

One of the most common movement themes studied in American physical education is throwing and catching. The illustration (Figure 3) depicts the theme, throwing and catching, as it might be studied from beginning through advanced work. The spiral, is intended to show that a particular theme is revisited (reviewed) over a period of time and that the learner is then extended beyond to a more advanced level. The purpose of this illustration is to indicate how a movement concept is studied in a variety of contexts. The young child, for example, often begins the study of throwing and catching by trying to throw and catch a ball to himself or herself. Soon a partner may be introduced and then the concept of throwing and catching from different positions and levels is studied. As skills increase, attempting to throw with accuracy or the challenge of catching a ball while defended by an opponent becomes of increasing interest. The contexts change to conform to the interests and abilities of the learner. The flanker in the Super Bowl or the forward in the National Basketball Association in many ways encounters a challenge identical to that faced by the young child, to catch without missing or to throw with accuracy, but the contexts are radically different. In either context, the movement is recognized and labelled as throwing and catching.

The concept of movement themes is not limited solely to sport. In fact many themes permeate sport, dance, and gymnastics as well as our everyday movements. Jumping and landing (Figure 4) is an excellent example of a theme which is studied in a variety of contexts. The ability to leap smoothly over obstacles demonstrated by the hurdler is similar to the assymetrical leaps performed by the dancer as she travels across the floor in seemingly effortless fashion. So too the child who jumps over a fence as he hurriedly rushes to the school bus is performing a movement that is related to the skill of vaulting in gymnastics.

There are numerous movement themes that are studied in a variety of contexts (Stanley, 1969) and these themes transcend games, gymnastics, dance, and everyday life just as clearly as they cut-across ages and skill levels. Although the terminology varies, the movement concepts taught by physical education teachers and coaches, are clearly related. When understood in this context, it is obvious that the term elementary physical education refers not to the age of the student or athlete, but rather the skill level of the performer. Movement, as a course of study, does not logically terminate at the elementary school level.

Methodology

Neither are there specific methodological approaches that are appropriate only at the elementary school level. In movement education lessons, teachers often move away from the direct end of the methodology spectrum, providing children with opportunities to make some decisions related to their own learning. (Figure 2) There is an apparent underlying belief in providing children with the opportunity to make decisions about their work. In lessons labeled as movement education, there appears to be no standardized pattern of methodological variation. Different teachers vary methodology in unique ways. The examples of how teachers vary methodology which follow are neither hierarchical, nor are they presented in a suggested order of frequency of occurence. The following variations in methodology are examples of how some teachers have been observed to provide children with opportunities to make decisions related to movement.

1. Over a period of time, the frequency of challenges issued by teachers seems to decrease in frequency as a consequence of the children becoming more able to challenge themselves. Initially, for example, it is not unusual to see a teacher in a movement education lesson issue 30 or 40 "class as a whole" challenges in a thirty minute lesson. In several months the challenges issued to the class may have decreased to two or three.
2. An emphasis on child-designed games, creating gymnastics sequences and designing dances is prevalent in the movement education literature and is reflected in movement education lessons.

3. The ability of children to enter a gymnasium and begin working on their own without instruction from a teacher exemplifies a shift of responsibility from the teacher to the students.
4. When "stations" are employed to allow for a variety of practice opportunities within a given lesson, children are sometimes permitted to select the stations they want (need) to work at and to rotate at their own discretion, rather than being required to spend equal amounts of time at each station.
5. In some movement education lessons teachers offer the children several choices of activities within a lesson, e.g. make up a throwing and catching game or continue to work on your partner sequence in gymnastics.
6. Children, in some programs, are encouraged to evaluate their own work in writing, indicating areas of satisfactory progress and areas where they need to continue to improve the quality of their movement.
7. A few programs have been observed which offer upper grade children the opportunity to plan their own lessons, both in terms of the movement that will be practiced and also the length of time that will be spent working on a particular skill.

Obviously there are many other variations which provide children with increasing opportunities to make decisions about their particular program of skill practice. These seven illustrations represent what we have observed to be the most common variations away from the direct end of the methodology spectrum.

CONCLUSIONS

As we have defined movement education in this presentation, movement education is not an approach designed to introduce children to physical education, nor is it appropriate only for children of elementary school age. The context in which movement is studied varies between games, gymnastics, dance, track and field, aquatics, and everyday life, but the terms and the skills are directly related. As a child leaves elementary school, he or she frequently experiences a different curricular context. Team sports for example, form the core of many junior high school physical education programs. Success and enjoyment in and through team sports, however, still requires an ability to throw and catch, to strike with an implement and to run effectively. Such movements, often labeled "fundamentals," represent keystones of successful movement education at any age or skill level. As children enter adolescence, some programs provide increasing amounts of responsibility, reflecting both the adolescent desire to "be on their own" and their need to experiment with the boundaries of independence. Certainly this too is an extension of what we have observed occuring in movement education lessons in elementary schools.

The notion that the themes and methodology, which are the basis of movement education in the primary grades, are abandoned or ignored as children improve in skill and change their interests is very difficult for us to understand. To us, going beyond Lesson X represents neither curricular or methodological novelty. It simply means that we continue the logical extensions and progressions of the concepts and skills that have been taught previously by varying the context of our programs as we attempt to meet and satisfy the changing needs and interests of our students.

Our response to the question, "When does movement education end?" is that in actuality it never does.

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Melissa Parker, Christ the King School, Atlanta, Georgia
Steve Sanders, Joseph T. Walker School, Atlanta, Georgia

*This applied definition is not intended to replace theoretical definitions of movement education, nor do we intend to imply that it is "better" than any of the other interpretations. Our purpose in employing this definition is to provide an observable concept which can be employed to challenge listeners to go beyond the conventional boundaries generally attributed to movement education.

NEW ACTIVITIES IN PHYSICAL EDUCATION

PRESIDER: Mabel Byrd, Escambia County Schools, Pensacola, Florida
RECORDER: Lillie Suder, Headland High School, Eastpoint, Georgia
SPEAKERS: Barbara and Jeff Galloway
TOPIC: Running: A Way of Life

Both speakers spoke to the point of how the number of runners has increased in recent years and why they run the distances they do. The main point brought out was that through running positive changes take place and can unlock hidden keys or talents. Running is the most convenient form of exercise; it is the basis for all other activities dealing with the feet.

In addition to the cardiovascular benefit, one also develops a new dimension within one's self. It becomes addictive and provides a quiet time to reach inner sacred places within ourselves. Running does increase our quality of life. When applying a running program in schools, stretching and strengthening exercises should be emphasized to complement the running.

SPEAKER: Betsy Stafford, Riverwood High School, Atlanta, Georgia
TOPIC: Orienteering

Many of you have heard the term orienteering and possibly dismissed it as merely a typographical error in orientation—and left those things to the counselors or deans. At least that's what I did, feeling that my students already know the ropes and certainly didn't need any orientation. I wanted something that would make them enjoy strenuous activity. Now, though, I know that orienteering is one of these methods.

Although orienteering is an extremely *popular sport* in Europe, it has only in the past few years become known here. It has been popular with scouts, as a method of learning and enjoying outdoor skills; and by the military, adding some "fun" to their serious strategical maneuvers.

Orienteering is a coined word and is actually a registered trademark of the Silva Company. It is a semi-competitive sport which requires a combination of skills in map and compass reading, fitness, and decision making. It is similar to a road rally in that each competitor is given a map, with certain points, called controls, listed. He then is timed and, using his compass and map, determines the most advantageous route to visit each control and return to the starting point. The area covered and the terrain may vary, depending on the level of the competition. For example, for novices, a five control course may be laid out in a one or two square mile area, while a ten to twelve control course for experts may cover seven or eight square miles. So you can see, physical condition is important, although the main thrust is upon the aspects of ingenuity and mental capabilities.

Certainly a conditioned runner, with litte compass and map reading ability, would have greater difficulty than someone in poor condition but with compass experience.

There are several different types of orienteering, but the most common is as I just described, called cross-country or point-to-point.

SPEAKER: Barbara Snyder, Northside YMCA, Atlanta, Georgia
TOPIC: Aerobic Dancing

This portion of the program was scheduled to give you some of the basic facts concerning aerobics and aerobics in rhythm—aerobic dancing. During the course of this session, I will be discussing its origin, how it works and what is hoped to be accomplished. Aerobics, according to Dr. Kenneth Cooper who founded aerobics several years ago, simply means promoting the supply and use of oxygen. This can be obtained by a variety of exercises that stimulate heart and lung capacity for a sufficiently long enough time period to produce beneficial changes in the body. Running, swimming, cycling, and jogging are the more commonly known forms of aerobic exercises. There are many others including aerobic dancing. Aerobic dancing was created by Jacki Sorensen and is designed to improve cardiovascular endurance of men, women and children. Anyone who can walk can do aerobics in rhythm or aerobic dancing because the emphasis is placed on continued movement and not on skill or technique, as you will be able to see when I begin the demonstration because I have not had any dance training.

This type of exercise can be taught in P.E. classes very well. Receently I had the opportunity to teach eight different P.E. classes in two of our high schools. These classes were coed and I've been told by their teachers that the boys enjoyed the classes as much as the girls because there was not any emphasis on skill or form. There are three parts to the program as there are in any worthwhile exercise program.

1. The warm-up, which in my routine consists of stretching exercises;
2. The dancing section, where the dances start from mild exertion and build up to higher intensity dances; and
3. The cool down, which consists of rhythmic sit-ups and more stretching.

There are also three levels of participation in the program. The walking level for the beginner, the jogging level for the more conditioned individual and the running level for the super fit. When conducting a class I have the participants take their resting heart rate one morning before getting out of bed. Then during the class, their working heart rate is monitored. In the beginning, new people should stay around 60 percent of their maximum heart rate (MHR). As they become more conditioned, we strive for 70-85 percent of MHR, which should be maintained for a period of 20-30 minutes. Their MHR is determined by subtracting their age from 220. For example, my age, 45, subtracted from 220 would give me a MHR of 175 and working to 85 percent of this would give me a MHR of 148-149. It is not necessary to go above 85 percent of MHR, and in fact it could be dangerous to do so.

After the cool-down, approximately five minutes later, I would have them once again count their pulse to determine their recovery heart rate. It should be down to at least 20 beats for a 10 second count or 120 beats per minute. The students are instructed to wear comfortable clothing, preferably shorts and tee shirt or leotard and tights. Also, they should definitely wear shoes since it would be extremely hard on the feet otherwise. I also suggest that they participate in the program a minimum of three times a week for best results. By doing this, we hope to strengthen their heart and lungs and improve the cardiovascular system, and to tone and firm their muscles and help them control their weight because this type of exercise is a good calorie burner.

NEW DIRECTIONS IN PROFESSIONAL PREPARATION OF TEACHERS AND COACHES

PRESIDER: Rose Mary Rummel, James Madison University, Harrisonburg, Virginia
MODERATOR: Joe Elrod, Auburn University At Montgomery, Montgomery, Alabama
SPEAKER: Vaughn Christian, Appalachian State University, Boone, North Carolina

Has the physical education profession taken steps to remove malpractices in coaching to insure the safety and well-being of those individuals participating on interscholastic and intercollegiate teams? The answer is yes. Scientific principles are being adhered to. Hopefully, the trend is away from the following unsound principles.

(At this point the speaker showed a number of slides depicting unsound scientific principles.)

Slide: Football Player being administered oxygen.
Comment: From physiology we know that the body cannot store oxygen. Research has indicated that the administering of oxygen does not significantly improve one's performance.
Slide: Two people "duck walking."
Comment: From an anatomical point of view, we know the structural damage that can result from such an activity.
Slide: Athlete in a whirlpool of heated water with purpose of attempting to make weight.
Comment: Quick weight loss through such a method is extremely dangerous to the individual. Physiologically, it cannot be justified.
Slide: Wrestler shown running in a rubberized suit.
Comment: The basic rule of exercise is to avoid dripping sweat. Rubberized suits may acclimatize you to heat, but they do nothing except endanger your life.
Slide: Trainer pouring water on ground in front of sweating athlete.
Comment: If you feel you are losing water, you should replace it. The fluids that bathe the body cells are not efficient when the body is dehydrated.
Slide: Athlete eating steak before contest.
Comment: There is no super diet for a super performance. Research by Morehouse indicates that the only effect is psychological.

Slide: Performer warming up in a sweat suit.
Comment: It takes energy to lose heat. You are depleting your energy system by excessive warm-up. Research indicates formal warm-ups are beneficial—sweat warm-ups are not beneficial.
Slide: Athlete eating a candy bar prior to tennis match.
Comment: Research has shown that sweets can cause insulin reaction. It actually drives the body's sugar into the storage organs.

What is being done among our professionals to avoid the examples illustrated above? The coaching internship is probably one of the brightest innovations in solving the problem of how to provide coaching experience to those students who do not have the equivalent of a professional preparation degree in physical education. If one accepts athletics and coaching as being a vital part of the educational structure, the coaching internship must be an accepted concept within our profession.

Stier[1] indicated that individual differences due to athletic participation, academic accomplishments and native ability make "theory classes" and a course in athletic training ineffective. The coaching intern would be a modification of student teaching and would begin to equate individual experiences. Stier suggests actual coaching on the undergraduate level through the following three phases:

(1) Athletic training and injury prevention—this phase would allow the students to utilize classroom theories through participation in the daily regimen of the athletic training room.

(2) One hour seminar—the student would participate in the sport in which he expects to coach after graduation to master physical and mental skills with respect to the theory of methods and techniques.

(3) Actual coaching—the student, under supervision of a coach, would actually be involved in coaching.

Washington State University[2] is one university which has acknowledged the importance of offering a course in "Practicum in Coaching." Adams has recognized that the missing aspect from the physical education curriculum is the actual coaching experience. The student majoring in physical education has the opportunity to coach during the student teaching experiences. The student with a major in another discipline with an interest in coaching a particular sport does not usually have this opportunity.

The student who is participating in the coaching intern at Washington State University must meet the following prerequisites: junior standing, competency in the sport in which the student is assigned, interviews by the coach, athletic director, and the department of physical education of the school in which the practicum in coaching is to occur.

It has been generally accepted that there will always be more sports to be coached in a particular school than physical education teachers available to coach. Meinhardt[3] indicated that one-fourth of all head coaches have had no professional preparation for the sport that they are coaching. The AAHPER has consistently asserted that one cannot assume that untrained leadership can elicit the educational values inherent in athletics. Through a task force, the AAHPER[4] has recommended minimal professional standards for certification of coaches who are not physical education majors. The minimal standards of the AAHPER are indicated in Attachment A.

Some states and their leaders are recommending requirements even though the certification standards are not required. For example, New York recommends three hours in Philosophy, Principles and Organization of Athletics in Education, four hours in the Health Sciences Applied to Coaching and two hours in Theory and Techniques of Coaching a designated activity. Bryson[5] has recommended certification for the State of Tennessee which includes three semester hours of Medical Aspects of Athletic Coaching, three semester hours of Principles and Problems of Coaching, six semester hours of Theory and Techniques of Coaching, and two semester hours of Kinesiological Foundations of Coaching.

McKinney's[6] approach for Missouri included fifteen hours of Kinesiology, Prevention and Care of Injuries, Scientific Basis of Conditioning, Coaching Theory and a minimum of one year of intercollegiate athletic experience, Adminstration of Physical Education and Athletics and

Sports Officiating. A similar program of certification recommended in Illinois is composed of Medical Aspects of Athletic Coaching, Principles and Problems of Coaching, Theory and Techniques of Coaching, Kinesiological Foundations of Coaching and Physiological Foundations of Coaching. The Illinois program includes a total of fifteen semester hours.[7]

Even though the AAHPER has provided leadership, the individual State Boards of Education apparently have been moving rather slowly in the implementation of minimal standards for coaching certification requirements. In a recent survey Noble and Corbin[8] have indicated that forty-five states do not have any certification requirements. However, five states did have coaching certification requirements. These states and their requirements are indicated Attachment B.

Sisley[9] stated that coaching competency should be built through (1) being a participant in athletic events; (2) having coaching experience; (3) having professional preparation in the areas of coaching. Certainly the AAHPER and many professional education leaders have acknowledged items two and three of the above. However, Ley speaks strongly in favor of being a participant in athletic events. As Ley[10] stated in Sisley's publication, you cannot really learn to coach until you begin to coach, but you must bring some tools into the arena to learn properly. The important point to understand is that it is not so important just to be a participant in an athletic event, but rather to have had the opportunity to be coached.

The North Carolina study of football injuries by Mueller[11] again leaves little question as to the importance of professional preparation of coaches as related to reduced injury rate. Two interesting findings were: (1) coaches with the least coaching experience had the highest injury rate; (2) teams coached by coaches who had interscholastic and intercollegiate experience had a significantly lower injury rate than those teams coached by coaches who had only interscholastic experiences.

If the professionals in physical education are to assist in the implementation of programs of coaching certification, the support must spread from teacher preparation institutions. It appears that physical educators are reacting to the problem of the era of expanded sports programs rather than planning to help states implement certification requirements. Our professional preparation institutions must move from interinstitutional certification to the implementation of State Board Certification.

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ATTACHMENT A

AAHPER—PREPARATION IN PHYSICAL EDUCATION AND COACHING

MINIMAL STANDARDS FOR COACHING CERTIFICATION

MEDICAL ASPECTS OF COACHING

Concepts

Primary concern of educational athletic program—health, physical welfare and safety of participant.

Competencies

1. Condition athlete properly for sport.
2. Use of protective equipment and approved, safe playing conditions.
3. Provide in-service education for student assistants.
4. Demonstrated skill in the prevention and care of injuries related to athletics.
5. Identify and relate medical and safety information pertaining to athletic coaching.
6. Plan and coordinate procedures for emergency care.
7. Use of adequate system of accident reporting.

Examples of Experiences

1. Attend in-service and clinics related to emergency care and training problems.
2. Participate in structured experiences under supervision of a certified trainer.
3. Assist in courses encompassing athletic training and conditioning.
4.. Accept responsibilities with athletic groups in the community.

PHYSIOLOGICAL FOUNDATIONS OF COACHING

Concepts

Physiological principles provide a scientific basis for improved motor performance.

Competencies

1. Identify functional systems and physiological factors for analyzing sports performances.
2. Identify the effects of environmental conditions and exercise upon the circulatory and respiratory system.
3. Identify and interpret the effects of nutrition upon health and performance.
4. Identify physiological responses to training and conditioning.
5. Identify and interpret use and effect of drugs on the body.
6. Apply physiological research findings to specific sports.

Examples of Experiences

1. Participate in research laboratory activities.
2. Participate in drug clinics.
3. Participate in and conduct training programs.
4. Conduct and participate in nutrition studies.
5. Conduct physiological studies on athletes.
6. Participate as a squad member, student manager or student trainer in keeping daily weight charts, performance conditioning measurements and other appropriate physiological data.
7. Attend courses in subjects such as physiology of exercises and nutrition.

THEORY AND TECHNIQUES OF COACHING

Concepts	*Competencies*
Educational athletic programs are planned and conducted in accordance with sound educational practices by qualified individuals.	1. Identify and use principles involved in the skills of teaching and coaching. 2. Identify and utilize the specific skills, techniques and rules of the sport coached. 3. Identify and plan specific game strategies and tactics. 4. Identify and employ methods for developing, training and conditioning athletes. 5. Demonstrate organizational and administrative efficiency implementing sports programs. 6. Evaluate athletic performance and programs. 7. Identify principles and techniques of officiating the sport being coached.

Examples of Experiences

1. Attend periodic meetings with the coach to study organizational plans.
2. Observe practice sessions.
3. Attend coaching clinics and conferences.
4. Observe and plan conditioning drills.
5. Experience assignments in scouting opponents.
6. Read professional journals and current literature.

SOCIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF COACHING

Concepts	*Competencies*
Sport is a social phenomenon.	1. Relate and interpret the program to co-workers, parents, athletes and the public.
Sport provides a medium for the tangible and intangible influencing of oneself and others.	1. Identify value from participation. 2. Identify basic psychological and sociological principles of coaching. 3. Identify factors affecting motor learning of the highly skilled. 4. Apply a humanistic approach to personalized coaching. 5. Motivation of athletes.
An athletic program is conducted in accordance with the educational purposes of the institution.	1. Integrate athletics with total educational program. 2. Apply ethical procedures.
The coach provides positive leadership for player behavior in the athletic program.	1. Identify desirable leadership traits. 2. Identify procedures to maintain emotional stability. 3. Recognize procedures to resolve behavioral problems.

Examples of Experiences

1. Serve as a student coach, manager or trainer.
2. Participate in student teaching with coaching assignments.
3. Accept officiating assignments.
4. Observe contests, noting attitude and behavior of players, coaches and spectators.
5. Observe and work with students involved in athletics.

KINESIOLOGICAL FOUNDATIONS OF COACHING

Concepts

Applied knowledge of human structure and movement will maximize performance and minimize injury.

Competencies

1. Identify and use mechanics of movement within body limitations.
2. Analyze performance based upon anatomical and mechanical principles.
3. Relate motor performance to individual body structure.
4. Relate human anatomy, physics and movement to participant safety.

Examples of Experiences

1. Take courses in human anatomy, anatomical basis of movement, mechanical analysis of movement and kinesiology.
2. Participate in laboratory experiences.
3. Conduct and participate in body conditioning programs.
4. Make use of audiovisual equipment in performance analysis.

ATTACHMENT B

MINNESOTA

I. Head Coaches
    A. Football
    B. Basketball
    C. Track
    D. Hockey
    E. Wrestling
    F. Baseball
II. Certification
    A. Physical education major or minor
    B. Special coaching requirement
III. Special Coaching Requirement
    A. Nine hours
    B. Principles of physical education (required)
    *C. Administration of athletics
    *D. First aid/prevention and care of athletic injuries
    *E. Human science
    *F. Coaching and athletic techniques
        *Remaining courses taken from at least two of the above
IV. Coach of Girl's Interscholastic Sports
    A. Minimum of 18 quarter hours
        1. Foundation of girl's and women's sports
        2. Theory and techniques of coaching
        3. Organization and management of girl's interscholastic sports
        4. Growth and development and psychology of adolescent behavior
        5. Prevention and care of girl's athletic injuries
        6. Scientific basis of conditioning and skills performance
        7. Sports officiating
    B. Practicum, inservice coaching for women

IOWA

I. Coaching Certification
  A. Four courses in the following areas
    1. Human growth and development or related physical activities
    2. Theory of coaching
    3. Care and prevention of athletic injuries
    4. Structure and function of the human body

NEBRASKA

I. Certification Requirements For All Coaches
  A. Minimum of 12 semester hours
    1. Organization and administration of athletics
    2. Treatment of injuries
    3. Coaching methods in three sports
  B. Physical education majors are required to complete the above requirements

SOUTH DAKOTA

I. Coaching Certification
  A. Eight hours in physical education and coaching including care and prevention

WYOMING

I. Coaches must complete 12 semester hours in the coaching area

SPEAKER: Herm Weinberg, University of South Florida, Tampa, Florida

In addressing the issue of the future directions to be taken in the professional preparation of physical education teachers and coaches, it is necessary to pay heed to forces outside of our field which will influence what we do.

Two groups in particular are beginning to exert tremendous influences on all of education and will continue to do so in the future. These are state legislatures and the teachers' organizations. Although they come at the problems from different perspectives, they do have some common solutions for the problems.

Legislatures, who fund public education, are concerned with economics. They see colleges of education turning out more teachers, while there are fewer and fewer positions to be filled. They see more money being spent for education, while there seems to be a lack of quality and/or consistency in teaching in the public schools.

Teachers' groups feel that many of the problems confronting public education come from sources other than the public schools. They are concerned with protecting the integrity of their positions and with upgrading their ability to cope with the everyday problems of the schools.

The following solutions are common approaches that both legislatures and teachers' groups are advocating and which have, in fact, been implemented in some areas of the country.

1. A shift in focus for colleges of education from pre-service preparation to post-graduate and in-service-non-credit activities.

To control the number of new people entering the profession (which is already overloaded) admission to professional programs will be limited. Some programs will admit a specified number on a first-come-first-serve basis. Other programs are already moving to selective admissions, using criteria such as grade-point average, skill tests and personality data to arrive at their number. The Ohio State University and the University of South Florida are among the forefront of this group.

Associated with controlled admissions is the diversion of resources, both faculty and money, to in-service, non-credit education for people already in the field. This is seen as a less expensive way to continue upgrading public school programs than planned credit courses in the university setting. It also is a way to focus post-graduate preparation on the practical, rather than theoretical problems which teachers and coaches face.

2. More stringent criteria for certification.

The most common approach to the lack of consistency within professional preparation programs is competency-based certification. Whereas, in the past, graduates of approved programs were automatically granted certification by the state upon completion of their coursework, demonstration of competencies will be necessary. Three states have already made this move.

The above may result in licensing examinations similar to those used for medicine, law and pharmacy. In physical education, sub-licensing may be the case. Already six states require separate certification for coaches and the trend seems to be growing rapidly. It is anticipated that sub-licensing may extend to the individual activities within the physical education curriculum in response to increased liability problems. In the future, it is possible that a high school staff may include teachers certified to teach only lifetime or aquatic activities, etc., and to coach only specific sports.

Expanded content may also be legislated to meet anticipated needs.

Within the preparation of coaches, the emphasis is moving toward a greater focus on the participants rather than on the mechanics of the sport. Psychology, sociology, exercise physiology and athletic training are seen as necessities.

The scope of the content will grow beyond the needs of the average school aged child in the physical education curriculum. Public Law 94-142 already has dictated a greater emphasis on meeting the needs of the atypical child. Societal needs probably will necessitate the development of physical activity programs for pre-school children and for the aged.

The purpose of bringing these trends to your attention is not to alarm. The changes are not necessarily negative ones, in fact, most have merit. However, we as a profession must anticipate, and prepare, so that we as the professionals can participate and advise in the changes; rather than having them imposed upon us.

SPEAKER: William Sanders, Grambling State University, Grambling, Louisiana

My presentation this morning is concerned with a graduate program in Sports Administration, which was initiated at Grambling State University in the summer of 1975. This program was designed for teachers of Physical Education and Coaches.

As far back as 1968, professional physical educators have advocated the need for professional preparation for administrators of athletics.

A committee composed of Robert Weber as chairman, Reuben Frost, Harvey Jessup, Mike Clear, Ross Merrick, Sam Barnes and others, prepared a comprehensive professional preparation program for Administrators of Athletic Programs.

In 1971, Rex Smith presented a paper entitled "The Athletic Directors Role" at the Southern States Regional Conference of the National Council of Secondary School Athletic Directors.

Deane Richardson, in a paper, "Preparation For a Career in Public School Athletic Administration," further stressed the need for professional preparation for athletic directors.

The pioneer graduate program in Athletic Administration was developed in 1967 at Ohio University, Athens, Ohio. When the program was initiated at Grambling, we were informed that there were three graduate programs in the country in Sports Administration and that those programs were located at Ohio University, University of Massachusetts and Western Illinois University.

Dr. Charles D. Henry, former chairman of the Department of Health, Physical Education and Recreation at Grambling, and presently, Assistant Commissioner of the Big Ten Athletic Conference, suggested the need for such a program at Grambling, but subsequently, accepted his present position; thus, this idea became my responsibility, to prepare a proposal for submittal to the Grambling State University Curriculum Committee, and if approved, a request to the Board of Regents for a hearing. All new programs in "The Louisiana State University System" must have Board approval to prevent duplication of programs within the system.

In May of 1975, the program in Sports Administration was approved by the Board of Regents; our first classes were offered in the summer session of the same year.

The program at Grambling is unique, in that it is interdisciplinary, utilizing the Departments of Business, Sociology, Psychology and Physical Education.

The "Core Program" consists of five courses. Students are required to take four of the five courses, or twelve hours. The Restricted Electives are the Introduction to Athletic Administration, Sociology of Sports, Psychology of Sports, and Internship (12) Hours.

We feel that the Internship is the most important phase of the program. First, it is the most direct vehicle for securing employment; secondly, it offers the intern an opportunity to make personal contact with key administrators; and thirdly, it gives the intern a first hand experience and knowledge of the duties and responsibilities of the position of Athletic Director. Our internship is done with (1) Athletic Directors of a university, collegiate and intramural sport programs; (2) professional sport teams; (3) League office or Commissioner's Office; (4) and Directors of Recreation Programs.

Forty-four students are presently enrolled in the program representing the States of New York, New Jersey, Ohio, Delaware, Illinois, Wisconsin, Georgia, Texas, and Louisiana. We also have two students from Nigeria and one from Trinidad-Tibago. An enrollment of this number is high for a program of this type because of the availability of internship sites. We are very pleased with the results of our program, and we are making plans to include the Department of Home Economics within the next six (6) months.

To date, we have graduated 24 students with the Master of Science Degree, of this number, 22 are employed. We have not received information on two students who graduated in December.

Students who enroll in the program are offered Graduate Assistantship on a competitive basis which includes $225.00 per month, tuition and fees are waived, and Work Study Grants for $180.00 per month.

Incidentally, of the two students from Nigeria, one is the Secretary-General of the Amateur Athletic Association of Nigeria; the other person was his assistant for three years.

This was our way of providing a new and different program for Physical Educators and Coaches.

PHYSICAL EDUCATION DIVISION BUSINESS MEETING

PRESIDER: Rachel Greer, Vice President, Physical Education, SDAAHPER, University of Arkansas, Pine Bluff, Arkansas

RECORDER: Eleanor W. Bobbitt, Vice President-Elect, SDAAHPER, Longwood College, Farmville, Virginia

MEMBERS-AT-LARGE ELECTED: Elizabeth Jones, Little Rock Public Schools, Little Rock, Arkansas; Shirley Holt/Hale, Linden Elementary School, Oak Ridge, Tennessee; Nelson Neal, University of Mississippi, University, Mississippi

BUSINESS CONDUCTED: Members voted that officers and members-at-large of the Physical Education Division will serve two years because the Southern District meets with AAHPER in 1979.

PHYSICAL EDUCATION DIVISION EXECUTIVE COUNCIL MEETING

PRESIDER: Eleanor W. Bobbitt, Vice-President-Elect, Physical Education Division, SDAAHPER, Longwood College, Farmville, Virginia

The meeting was called to order at 5:00 p.m. A welcome was extended to those in attendance. The members of the Executive Committee were introduced.

The responsibilities of the Physical Education Division for programs during the 1979 convention to be held in New Orleans were enumerated. It was agreed that four programs would be presented. The Vice-President for Physical Education suggested the following as possible procedures for fulfilling the program needs:

1. Councils combining for joint sessions, or
2. Some councils relinquishing their time, or
3. Four programs whose content would be general in nature and appealing to all areas of interest be planned.

Following a lengthy discussion, it was decided that the Dance, Elementary School and NAGWS Councils would each be responsible for one program. The fourth program will be planned by the Executive Committee of the Physical Education Division.

The dates and places for Southern District Conventions in 1979, 1980, and 1981 were announced. It was suggested that officers of each council meet informally during the 1979 convention to formulate plans for the 1980 convention to be held in Nashville.

Each council met separately to make tentative plans for future endeavors. There being no further business, the meeting was adjourned at 6:20 p.m.

PRE PROGRAM TO THE SKI SLOPE

PRESIDER: Rose Schlie, Mississippi Gulf Coast Junior College, Gautier, Mississippi
SPEAKER: Jim Cottrell, President, French Swiss Ski College, Boone, North Carolina

Mr. Cottrell presented a demonstration and lecture on skill development with the use of adapted exercise program, error correction and self-analysis prior to sports participation. His demonstration was applied to snow skiing.

Discussion Outline:

1. Analyze skills necessary to succeed in sports activity.
2. Analyze major errors common to sport of skiing.
3. Develop exercises that stimulate skills and develop motor patterns.
4. Some of the same errors will be made during exercises as in the sport.
5. Errors can be spotted and corrected through exercises.
6. Participants can learn to spot and correct their own errors.
7. Skill development and conditioning can be accomplished at the same time.
8. Make exercises more meaningful and easier for participant to relate to them.

PROBLEMS IN WOMEN'S SPORTS AND OFFICIATING

PRESIDER: Sue Ross, Mississippi Gulf Coast Junior College, Gautier, Mississippi
RECORDER: Rhonda Balius, Mississippi Gulf Coast Junior College—Jackson City Campus, Gautier, Mississippi
NAGWS OFFICERS ELECTED: Chairperson-Elect—Frankie Walsh; Secretary—Millie Usher
SPEAKER: Marjorie Blaufarb, Director of Public Affairs, AAHPER, Washington, D. C.

The legality of courts is important and needs to be considered quite intensively before embarking upon suing and taking any action to the courts. The Fourteenth Amendment is important because it protects individuals and will usually be upheld in courts. Ohio decision important because it brings out inequities of court injunctions and makes one aware of importance of girls competing with boys, if they are physically able/capable. Specifically—all options must be kept open and not all teams should be made coed, just make it available and give the girls the opportunity to "make the team."

SPEAKER: Shelly Ward, Pensacola Junior College, Pensacola, Florida

The speaker shared personal experiences. The problems encountered were maximal, primarily involving inequities of program and funding. Men's programs were usually funded at a much higher level than were women's programs.

SPEAKER: Diane Ward, Southern District Officiating Coordinator, University of South Carolina, Columbia, South Carolina

Need for Leadership—organization
Need for Communications—training
Need for Cooperation—sharing

This is a decision-making time—we need leadership, communications, cooperation and a great deal more sharing.

Organizational patterns of AIAW/AAHPER are different: AIAW operates only in districts and AAHPER uses regional format.

Training—who is going to accept this responsibility? AIAW/AAHPER, ABO, usually specific to Federation rules.

Suggestions:

1. Go 40-state structure, rather than regional structure—use more people this way. Have Ad Hoc/liaison committee look at structure of officiating.
2. For training, form a camp—regional or state.
3. Communication—have a chairperson lead this committee.

SPEAKER: Jane Hooker, Commissioner of AIAW (Region II), Memphis State University, Memphis, Tennessee

Should we/can we abide by the rules? Are we all abiding by the same rules? What are the rules?

According to AIAW; no one can legally pay for a meal, tickets, etc., for a prospective athlete.

Just what *is* illegal and who reports on illegal action—athlete? school? parent? as far as illegal practices?

The litigation could bring about a liable suit.

So, internal control is the "big daddy." External control has not worked.

Thus, leadership is necessary and we should work from this premise with coaches, institutions, etc.

Quote: "We do as we please, because we please to do right."

THE NATIONAL RATING TEAM OFFICIAL IN VOLLEYBALL AND BASKETBALL

PRESIDER: Dianne Ward, University of South Carolina, Columbia, South Carolina
SPEAKER: Mary Ridgeway, University of Texas, Arlington, Texas

Last year I had the dubious honor of speaking at Southern District on a panel with Celeste Ulrich and Peg Burke. I was in speech therapy for several months after that encounter—they were a hard act to follow. I told Dianne that I would consider coming back to Southern District if I could have my own program. Well, I have it but I notice I have dropped several hundred in attendance.

I am here in large part because of the warm, friendly reception I received last year from the people of the Southern District. I wanted to come back because like those of you out there, I need a mental rejuvenation. I need to be challenged. I need to share—to grow. I need feedback that tells me I am accomplishing good things in my professional life and all these needs seem best satisfied by my encounter here with the enjoyable, caring professional colleagues in our Southern District.

Secondly, I came because I was on the committee which has as its charge, the development of procedures for granting National Ratings in Volleyball.

Before I begin discussing the concept of the National Rating Teams in Volleyball and Basketball, let me share a few brief officiating experiences with you.

Adopting International rules was a bit challenging for many coaches and officials last year, but it has made the game considerably more exciting and less penalty-oriented for the official. I heard of a story which took place at an International match in Canada. As you know, we use red and yellow cards in volleyball to indicate undesirable behaviors and ensuing penalties. The yellow is awarded for minor offenses and if repeated in the same game, a red card is to be used which results in a point or sideout. At the match in mention, a star player for Canada made a derogatory remark to the referee regarding the validity of one of the calls. With no hesitation, the referee flashed a red card and a point was awarded the opponents. The enraged player went up to the referee and says, "Ref, you can't do that—I haven't even received a warning." The referee quickly replied, "Oh yes I can, I warned you at the last tournament." Perhaps one reason I might consider myself an expert on officiating is because I am a coach and it seems to be a truism that if you are a coach, you would make one heck of an official. I have essentially retired from officiating since I began coaching two years ago, but I keep my officiating colleagues on their toes by wearing my whistle while seated on the bench.

Another reason I might consider myself an expert on officiating is because I am a player and thus follows the second truism regarding player expertise in the area of officiating. One of my most embarrassing moments came at last year's USVBA tournament in Hawaii. I also serve as the NAGWS Liaison to the USVBA and had attended several days of meetings before the tournament started and had gotten to know the National USBVA officials rather well. I was playing in the medicare division of Nationals (Masters—30 years and holding) and had the misfortune to receive a yellow card as player in our first match. It has since become a point of humor with my USVBA colleagues, but at the time it wasn't quite so funny.

Perhaps my real expertise results from actively officiating at a National as well as the local level for a number of years. Officiating has provided me with good friends, good travel, good times for the most part and has also left me with a few emotional scars that have alerted me to some real problems in our society's attitude toward sport and officials.

Now to get down to the real purpose of my being here—to tell you of the workings of the National Rating Teams in Volleyball and Basketball.

Some questions I will be attempting to answer today include the following:

Why was there a need for a NRT?

How did the NRT get its start?

What is the structure of the NRT—how does it function?

What has happened since its inception—success, problems, future plans?

Is there a better way to grant national ratings?

Why was there a need for the awarding of national ratings by a NRT?

1. The national rating was given by local boards to officials who in some instances were not capable of officiating a national caliber of play.
2. Some of those who held a National rating for a number of years were continually renewed because of the difficulty in awarding them a lower but perhaps more accurate rating.
3. The method of rating was not as objective as perhaps it could have been.
4. National ratings were given on poor level of play where no demand was put on the examinee.
5. The National rating probably identified officials who were capable of calling the top level of play in that area—i.e., equivalent to STATE.
6. Some parts of the country had levels of play not adequate for assessing ability of a national official.
7. Rating sessions did not reflect meaningful competition by the players.
8. At BYU Nationals, I felt that some officials were there that were in no way prepared to call at that level of play even though they were well qualified for their own geographical region. I can recall a specific situation where the official would have viewed all of the techniques used by Hawaii, UCLA, Long Beach and other top level teams as illegal based on her officiating

experience. After admitting her dilemma, action was taken to help her take matches where she felt qualified.

9. There was no real consistency of calling by National officials throughout the country.

THE INCEPTION OF THE NATIONAL RATING TEAM CONCEPT IN VOLLEYBALL

Prior to 1974, an AD HOC committee studied the situation of having local boards award national ratings. Their recommendations were presented to the OSA Executive Board and at the Anaheim meeting, they voted to establish a committee to develop procedures for the granting of the national volleyball rating. Mary Bell, then chairman of ABO, selected a committee headed by Marty Orner, present Rules Interpreter, along with four other persons. I was one of the members. This committee, along with Sharon Gaunt who represented basketball (basketball planned to follow suit the year after volleyball), met at Ohio State University in November, 1974.

Reflecting back to that meeting, there wasn't a great deal of optimism at the onset because of the obvious problems of funding such a concept even though the concept was a viable one. We were all alerted to the hurdles we would expect to encounter such as lack of funding, opposition from local boards who wanted to continue to award the national rating and officials, who wanted to keep it for financial reasons and other ones.

In spite of these hurdles, the committee forged ahead with what we thought would be the very best method of awarding the national rating. From this meeting, the following proposals were made to the ABO Executive Board:

STATEMENT OF BELIEF

The national rating signifies the ability to officiate any volleyball match in the nation, including tournament play.

PROPOSALS

1. Initial selection shall be made by establishing a list of eligible officials. The list will include the AIAW tournament officials from the last three years and the three candidates recommended by each region. Each person on the list will rank order the officials 1-15.
2. Procedures will be established to provide an avenue for all officials receiving the national rating to serve on the NRTR (to avoid politics and perpetuation of an "in group").
3. Have the Rules Interpreter, PT of 0 and Rules Committee Chairperson serve as advisory members on the NRT.
4. That a coordinator be selected from the NRT original members the first time and from that point on be appointed by the ABO. Coordinator duties: receive, review applications, establish need for rating sites, coordinate, notify boards regarding rating sessions, send list of national officials to national tournament director.
5. Of the original ten NRT members, give a two-year National rating to the five who have the most national tournament experience and give the other five a one-year rating.
6. Attempt to rate all NRT members within the first two years.
7. The caliber of play for a rating session must have teams capable of executing advanced techniques representative of national tournament play. The teams must be engaged in meaningful tournament competition of an invitational nature.
8. Examinee Qualifications
    a. Official with a State rating for two years, or held national as of June, 1975, and be recommended by her board.
    b. Any Honorary National must have remained active through method of officiating.
    c. Pass theoretical exam with 88—given by local board.
    d. Need minimum of six examinees to hold rating session.
9. That at a rating site, a minimum of four raters is required with at least two of the raters coming from outside that geographical area.
10. Examinees will pay a $25 fee and will pay for expenses of attending session.

11. Develop a new rating sheet that will be more objective.
12. Plan a pre-season rating team clinic to allow raters to become familiar with new rating system and to rate some of the NRT members.

SUGGESTION

Determine a more effective method of providing rules interpretations—some way that all areas of the country will have copies of interpretations that have been made to certain individuals.

RESULTS

ABO Executive Board approved our plan with certain modifications and approved $3800 for implementation.

FIRST RATING SESSION

I coordinated the first rating session in October of 1975 at Texas Women's University, where six examinees took ratings and four received their national ratings. Of these new national officials, all have been selected to officiate at National tournaments. For our first attempt, the problems were minor and the results exciting. Because of our excellent pre-season clinic in California that previous summer, the raters felt fairly comfortable with the new system. A need for providing meaningful comments regarding the examinee's abilities was apparent—especially to those who did not pass the rating. It is important that anytime points are deducted from a score, accompanying comments concerning the reason(s) should be recorded.

SECOND SESSION—UCLA

Several NRT members rated here—I was fortunate enough to get my rating on Hawaii—UCLA and was that a thrill! At that point in time, I was wishing I could get my National from the local board.

VOLLEYBALL RATING SYSTEM

An official is rated on two matches—two games as referee and two as umpire. Must average 88 on practical.

Minimum of three raters needed—two watching referee and one watching umpire. In many of the sessions, we used four raters. Record all possible decisions—may get credit for not calling a close play. Figure total calls made and number wrong and convert to percent and chart on back to give point value regarding correctness of decisions.

Has been revised to following:
Referee—55 points (under International rules, the referee is everything)
Umpire—10 points
General Handling (reaction time, whistle, etc.)—32 points
General Procedures (protocol, etc.)—3 points

BASKETBALL COMMENTS

1. Did not have pre-season training clinic for raters and some problems with consistency of raters.
2. Too many members on NRT (16)—low consistency.
3. Some national officials not up to pressure, level of play at Nationals.
4. Wide diversity in calling in different parts of the country.
5. Information out too late on sites, dates, application.

RECOMMEND

1. Training camps for officials before attempting ratings.
2. Revise evaluation form, system.
3. Smaller NRT.
4. Fund person to go around country to give clinics, etc., to allow for more consistency in calling, interpreting, etc.

VOLLEYBALL

1. Many excellent results as reflected by caliber of officiating at Nationals.
2. Change in rules interpreter has been very helpful as well as newsletters (nice that she was NRT coordinator).
3. Need for continued pre-season training clinic for raters as new NRT members move on.
4. Need for better, more meaningful input/conferences with those who do and don't receive rating.
5. Delay in getting information.
6. Need to implement with revenue producing projects.
7. NRT had active part in assigning officials for national tournament.
8. Problem of some who want rating to understand that it is for those who want to call at nationals.
9. Presently 17 members from all over country on NRT.

NAGWS STAND

1. No intent to do away with NRT.
2. Firmly behind concept of NRT in identifying top level of officials.
3. Will continue to revise, restructure where necessary to improve effectiveness of NRT.
4. Would like more input from local areas.
5. USVBA-NAGWS reciprocity of ratings.

WHERE DO WE GO FROM HERE

As women's athletics continue to broaden and expand, there is need to provide top-caliber officials for top level of competition. We have seen first International women offical in basketball from United States and we are working on one for volleyball. While the NRT is a relatively expensive means of identifying a rather small group of officials, is there a way it can be done more economically and can we afford not to provide this service? I totally believe in the concept and believe the NRT will continue to function with continual revising and improving. If you have a better idea of how to accomplish the end result, I would like to hear about it as would Lou Albrecht and Pam Diehl. Take the time to provide input to those who may be able to bring about constructive changes.

Just as we would like to hear your criticisms, we'd also like to hear your praise. The official in our society today has been relegated a low status level—a negative profile. If we were able to create the perfect official, incapable of error in judgment, that official would still fall victim to abuse, still be thought of as a necessary evil, still hear few words of praise. Today I challenge you to take upon yourself a commitment to help make officiating a more enjoyable, rewarding experience for the official. What is in society, does not have to be. The power of a single individual is awesome and those of you out there today have the capacity to bring about meaningful changes. Where one person can start a crowd booing or a full scale riot, one person can counteract these negative behaviors and exemplify a strong belief in the worth of the official.

I believe nearly any problem we encounter in officiating today can be solved through communication. While I may believe that I am a competent, qualified official capable of making competition more enriching for the participants, unless you say to me—"Mary, you've done a great job; I really appreciate your effort," then my beliefs fail to take on full meaning. How many times after a contest have you as an official heard through unfeeling, angry lips—"Nice game, ref" from the coach and you've walked away feeling empty and almost guilty that one team had to lose. Meaningful change can be brought about through small, sincere words and actions. I challenge YOU the coach, YOU the player, YOU the spectator, YOU the official to keep sanity in sport, to make competition a life-enhancing experience for the player and the official.

WHAT IS DOES NOT HAVE TO BE.

YOU COME
BACK UP THE BEACHES
AT THE END
OF DAY
AND SEE
HOW ALL YOUR
FOOTPRINTS
HAVE BEEN WASHED AWAY
NO
NOTHING IS FOREVER
WE ARE BORN TO DIE
SO MAY I SAY I CARE
BEFORE I SAY GOODBYE

WHAT CURRENT RESEARCH TELLS US ABOUT PHYSICAL EDUCATION FOR CHILDREN

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I. Overview of Presentation

The basic approach and outline of this presentation will be: to distinguish between the terms physical fitness and motor performance; summarize the health and physical fitness status of adults; survey the physical fitness status of children; and, to propose a lifestyle approach to the development and lifetime maintenance of health and physical fitness.

II. Definition of the Terms Physical Fitness and Motor Performance

Over the years there has been a proliferation of tests purporting to measure fitness and performance capacities. This has contributed to confusion on the part of the American population because the tests which make up a particular test battery contribute to the development of concepts about physical fitness. In 1975, a joint committee representing the Physical Fitness, Measurement and Evaluation, and Research Councils of ARAPCS was given the charge of preparing a position paper that would be a basis for a revision of the AAHPER Youth Fitness Test Battery, and thus more clearly differentiate the areas of *physical fitness* related to functional health and *motor performance* related primarily to athletic ability. After numerous meetings and revisions of drafts, the final position paper was presented at the Seattle AAHPER convention in March 1977.

A. *Physical Fitness*

Physical fitness was considered a multi-faceted continuum which measures the quality of health ranging from death and diseases that severely limit physical activity to the optimal functioning of various physical and health aspects of life. In short, physical fitness capacities are areas identified with dynamic functional health. Tests of physical fitness should reflect the following characteristics:

1. There should be evidence that they are essential to one's health and well-being.
2. They should extend from severely limited dysfunction to high levels of functional capacities.
3. They can be improved with appropriate physical activity.
4. Changes in functional capacity are accurately reflected by changes in test scores.

Based on these criteria, the committee recommended that the following physical attributes be labeled *physical fitness capacities:* cardiorespiratory function, body composition, abdominal and low-back musculoskeletal function. These physical abilities exhibit variations in capacity along the established continuum. There are sufficient data to suggest that regular physical activity can cause improvements in cardiorespiratory function and body composition. There are limited data and opinions that musculoskeletal dysfunction in the abdominal and low-back region is related to low-back pain and tension.

B. *Motor Performance*

Motor performance capacities are those related primarily to task-specific motor traits and athletic ability. Tests of motor performance are: speed, agility, power, coordination, balance, movement time, reaction time, etc. These capacities were not considered essential to life-long health and well-being, but the committee recognized the importance of athletic achievement in school-age individuals, as well as the need for selected abilities to handle the regular physical education classes. Since concepts are developed and communicated through testing, the committee recommended that tests of motor performance not be included in a physical fitness battery. It was recommended that teachers utilize basic physical fitness tests which are related to positive health in each area mentioned earlier. Since speed, agility, and power are included in the present AAHPER Youth Fitness Battery, it was recommended as one source for tests of motor performance.

It is extremely important for teachers and others administering physical and motor performance tests to distinguish the purpose and significance of each test battery they are utilizing.

III. Health and Physical Fitness Status of Adults

Many of the degenerative diseases which afflict the adult population have their genesis in infancy and childhood. These and related diseases can be placed in the three major physical fitness categories described earlier: (1) heart and cardiorespiratory diseases, (2) undesirable body composition—obesity and (3) musculoskeletal factors related to low-back pain.

A. *Heart and Cardiorespiratory Disease*

More than 600,000 deaths occur each year as a result of coronary artery disease (CAD). Over 1,000,000 deaths per year or approximately 54% of all deaths in this country are related to deficiencies in the heart and cardiovascular system, i.e., CAD, stroke, congestive heart failure, etc. These diseases are insidious and have multiple causes and a variety of precipitating agents, many of which are still little understood. For example, with rare exception, symptoms or evidence of CAD is not present unless at least two of the three major coronaries are more than 75% narrowed in cross-sectional area. The common factors which have been identified as increasing one's risk of heart and cardiorespiratory disease are summarized below:

1. *Hypertension*. About 23 million adult Americans (approximately 18% of whites and 37% of blacks) have high blood pressure and most people think of this as a disease of old age. Doctors now realize that the problem has its roots in childhood. Some 15% of American children are destined to develop high blood pressure as a result of genetic inheritance, diet, weight, lifestyle, responses to stress, and probably as yet unidentified factors. Few entirely new cases of hypertension evolve after age 30. It is an insidious problem that may cause no symptoms for decades. If left untreated, it greatly increases the risk of developing three of the nation's leading killers and cripplers—CAD, stroke, and kidney failure. Hypertension's affect on the atherosclerotic process in the arterial wall is that it is known to cause: (a) mechanical stretching of the vessel wall which allows transport of products through the cell membranes that normally would not penetrate, (b) increased cell permeability, (c) increased cell (smooth muscle) proliferation.

   Children are just as likely as adults to suffer damage caused by hypertension and in fact the earlier in life the problem starts the more severe the consequences. However, in nearly all cases the risk can be greatly reduced by effectively controlling high blood pressure through a combination of diet, especially reducing salt intake, weight loss—to an acceptable body composition, exercise and if necessary medication.

2. *Smoking*. An estimated 30 million Americans have stopped smoking since the Surgeon General's report was issued in 1964. However, 54 million Americans are presently

smoking, which is responsible for 325,000 premature deaths each year, including at least 90 percent of the 90,000 deaths from lung cancer. There is also a strong association between smoking and incidence of CAD, emphysema, and chronic bronchitis. The effect of smoking on the atherogenesis process is to (a) increase vessel wall permeability and (b) cause abnormal cell growth due to tobacco toxins.

The estimated 54 million Americans aged 13 or older who smoke are a dwindling minority. The number of adult smokers has fallen from 42 percent in 1964 to 34 percent today. Among men it has fallen from 52 percent to 39 percent and among women from 32 percent to 29 percent. But with the population growing, annual consumption of cigarettes has climbed from 511 billion to a record 616 billion in 1976 or more than 1 1/2 packs a day per smoker (about $260 per smoker each year). Surveys have found that nine out of ten smokers would like to quit, and most have tried at least once or say they would if there was an easy way to stop, according to the National Clearinghouse for Smoking and Health.

3. *Hyperlipidemia and Hyperlipoproteinemia.* These lipid disorders have been implicated as major contributors to atherogenesis. The influence of this risk factor on atherosclerosis is to: (a) lead to lipid (cholesterol) deposition and (b) as long as these lipid abnormalities are present, this causes an injury in the endothelium similar to a scab on the surface of the body or the skin. There are two cholesterol pools in the body and the more important one, pool B, includes deposits in the arterial wall and a greater influx than efflux leads to a decreased lumen circumference reducing blood flow through the artery. Serum cholesterol concentration has an almost linear relationship to the risk of developing CAD, i.e., the risk is continuous and the greater the cholesterol level the greater the risk of CAD. Inherited hypercholesterolemia (Type 2) is a genetic disorder which may clinically appear early in childhood and is associated with early premature CAD and death in young, middle-aged adults (one to two percent of upper middle-class caucasians are affected by this type of hypercholesterolemia).

   A recent review of studies shows that the higher the levels of serum cholesterol the greater the risk of CAD and the more effective increased physical activity is in lowering the cholesterol level. Dynamic, vigorous physical activity such as cross-country running, cycling and swimming is more effective than static exercise in lowering serum cholesterol levels and hence CAD risk.

   Recent evidence indicates that the plasma liproproteins may be important in the process of atherosclerosis. It is believed that low-density lipoprotein (LDL) is involved in the influx of cholesterol into the arterial wall and that the high-density lipoproteins (HDL) remove cholesterol from the arterial wall to the liver for excretion or utilization for production of hormones, etc. Women have higher (10 mg. % on the average) HDL than men and this is believed to be one of the protective mechanisms for reduced CAD in females. Women runners have been shown to have higher HDL than controls of the same age. The Framingham study demonstrates a higher incidence of CAD in individuals with high LDL, lower incidence of the CAD in individuals with high HDL. Exercise appears to cause a beneficial shift in the HDL/LDL ratio, i.e., increase HDL and lower LDL.

4. *Physical Activity.* A study by the President's Council on Physical Fitness and Sports in 1972 indicated that the American public was confused about their physical activity needs and this confusion, at least in part, could have been related to the mixture of test batteries utilized for testing physical and motor performance capacities in the past. The study indicated that 45 percent of all adult Americans (49 million adult men and women) did not engage in physical activity for the purpose of exercise. Many have looked at the positive side of this survey by emphasizing that 55 percent do claim physical activity. However, a much smaller percentage would meet the minimum requirements of physical activity per week, i.e., frequency—at least three times a week, duration—at least 20-30 minutes each session, intensity—at least 60 percent of symptoms limited maximum. The real paradox of the study was that 63 percent of the

non-exercisers indicated they got enough exercise, while only 53 percent of the exercisers thought they were as active as they should be. Commercial health spas, YMCA's, and community agencies attracted about three percent into their exercise programs.

In 1977, a Gallup poll asked Americans whether they participated in any daily, non-work oriented physical activity designed to keep them physically fit, and if the answer was affirmative, whether that daily activity included jogging. In 1961 when the same questions had been asked, only 24 percent of the sample had replied affirmatively. In 1977, a surprising 47 percent gave a positive reply with almost no difference existing in the numbers of males (50 percent) and females (45 percent). Twenty-four percent of those who worked out daily were joggers, which is a projected 11 percent of all Americans and 74 percent of these joggers go at least one mile a day.

It would be nice to think that the allied health professionals and our attempts at teaching the why, what and how of physical fitness have contributed to this rise in exercise habits by the American population. Although it is impressive that in just 16 years the number of those getting daily physical activity has almost doubled, it is important to realize that more people still don't exercise (53 percent) than do (47 percent). Three recent studies have created new interest in the potential benefits of exercise in reducing risk of death from CAD and particularly sudden death.

The first study was conducted on 17,000 British civil servants. Workers were asked on Monday to recall the exercise in leisure time for the previous Friday and Saturday. Activity was divided into vigorous and non-vigorous categories with 7.5 kilocalories per minute and above considered vigorous exercise. Examples of vigorous activity were swimming, keeping fit exercises, heavy work such as tree chopping, jogging, cycling, and climbing more than 500 stairs a day. This energy output would be equal to about 450 kilocalories per hour. Individuals reporting vigorous exercise had 1/3 less risk of coronary heart disease than those reporting non-vigorous exercise in leisure time. The investigators further randomly sampled 509 individuals from the 17,000 group and conducted more intensive studies. They found that 25 percent of those randomly sampled individuals reported vigorous exercise and that there were fewer ECG abnormalities occurring in those individuals reporting vigorous exercise. One of the conclusions of this particular study was that one of the protective mechanisms in reducing the incidence of death from CAD was that vigorous exercise prevents or diminishes the chain of events which leads to arrhythmias or abnormal heart beats which are known to precipitate heart attacks or cardiac arrest.

The second study was by Paffenbarger and was conducted on work activity of longshoremen. These longshoremen were categorized into heavy, moderate and light work activities. The men in the heavy work categories (1800 Kcal above normal calorie requirement in eight-hour day) were found to have protection against sudden death in particular and had a reduced risk of death from coronary artery disease.

In the third investigation, Paffenbarger studied 17,000 Harvard alumni (men 35-75 years of age) and found there were fewer heart attacks among those who engaged regularly in strenuous physical activity such as jogging, swimming, tennis and mountain climbing, than among those who were less active. This was the first study on Americans to demonstrate that strenuous leisure time exercise has a definite protective effect, even if other characteristics such as high blood pressure and overweight were present. Physical activity was largely independent of other risk. Protection was evident for those who engaged in intense physical activities for at least three hours a week or at least 2000 kilocalories per week gained through this amount of exercise. Lesser amounts of exercises (such as light sports—bowling, baseball, biking or just leisurely biking, boating and golf) had no measurable benefit in reducing risk for heart attack. They were no better than those who were inactive. Those on the low side of 2000 kilocalories per week expenditure in exercise had 64 percent higher risk of suffering a heart attack. Varsity athletes as students were not protected against heart disease in their adult years unless they continued a high level of physical activity. Those who were not athletes while in college had reduced risk of coronary artery disease if they took up strenuous activities later in life.

It is known that strenuous activity benefits the heart function and reduces cardiac risk in a number of ways causing more efficiency of the heart leading to the ejection of more blood per beat, decreasing blood pressure, decreasing the level of triglycerides and reducing tendency of the blood to form clots.

5. *Health Practice.* Elevated risk in various factors have an additive effect on overall risk for CAD. For example, if one has moderate risk in 2 or 3 areas this may be more important than high risk in one area. There is an ongoing study in California on various health practices and the potential benefit on health. Lowest mortality rates have been found in those who sleep 7-8 hours, who eat breakfast on a regular basis, who seldom snack, weigh within 10 percent of desirable weight, who engage in physical activity, drink alcoholic beverages none or moderately and who never smoke. The highest mortality rate, on the other hand, are found in those with weight outside 10 percent of desirable, smoke, who are physically inactive, eat no breakfast, frequently snack, sleep—females more than 9 hours and males less than 5 hours, who drink moderately or heavily. Significantly, after the age of 45 life expectancy increased with the number of health practices followed. One of the leaders of this particular study, an M.D., made the statement that our daily habits have more to do with sickness and death than all medical influences.

There are a number of other risk factors related to coronary disease, but it is not possible to cover all of these factors in this presentation.

B. *Undesirable Body Composition–Obesity*

Despite the adverse effects on health, social stigma, and the proliferation of "fat" reducing industries, obesity shows no sign of declining. Adults weigh more today than 10 or 15 years ago. Ten to thirty percent of all Americans weigh at least 30 percent more than their "ideal weights." Obesity is associated with education, sex, race, social class, heredity, psychological factors and inactivity. Children or adopted children of obese parents grow fatter and fatter until by the time they reach the age of 17, they are three times as fat as those of lean parents.

Investigators have presented evidence that people who become fat as infants and who remain fat may have more fat cells than people who become fat as adults. In lean children, fat cells proliferate during the first two years of life, remain constant in number from age 2 to 10 then proliferate again from age 10 to 16. Fat in obese children increase almost continuously from birth to age 14 or 16.

Obesity seems to be a coexisting factor associated with four types of hazards to health. These include (1) disturbance of normal bodily function, i.e., lower pulmonary capacity, diabetes, decreased flexibility, and accelerated wear and deterioration of joints; (2) increased risk of developing certain diseases, i.e., increased risk of death in a number of disease categories; (3) detrimental effects on established diseases, i.e., hypertension, heart, cerebral vascular diseases, gall bladder; (4) adverse psychological effects, i.e., inferiority, self blame and lack of advancing socially through marriage.

C. *Musculoskeletal Function*

The maintenance of minimal levels of trunk and hip strength/endurance and flexibility is believed to be important in the prevention and alleviation of low-back pain and tension. While there is a dearth of hard research in this area, there is clinical evidence and many physical fitness proponents, physical therapists and orthopedic surgeons link the high incidence of low-back problems with a corresponding lack of exercise. The general logic is that weak muscles which are easily fatigued and/or strained cannot support the spine in proper alignment. Weak abdominal muscles, in particular, allow the pelvis to tilt forward causing a concurrent and abnormal arch in the low back. Shortened, inflexible muscles result in the decreased mobility and increased possibility of strain, spasm and pain. When tense muscles shorten, lose elasticity and are weakened by lack of exercise, the "low-back syndrome" follows. Estimates of the magnitude of this problem range from approximately 16 percent of the population who have suffered the classical low-back pain syndrome to somewhere closer to 80 percent who have had "simple but significant backache." Back injuries may well count for more lost man-hours than any other occupational injury.

IV. Physical Fitness Status of Children

Emphasis has been given to the fact that the disease process which may or may not be manifested by symptoms in adults begins in infancy and childhood. Recent studies have examined the prevalence of CAD risk factor in children.

CAD Risk Factors in Children

Blumenthal has suggested that the following factors be considered in the identification of "high risk" children.

1. Children with
   a. Hyperlipidemia
      1) Primary
         Familial
         Nonfamilial
      2) Secondary
         Nephrosis
         Hypothyroidism
   b. Hypertension
   c. Diabetes
   d. Obesity
2. Offspring of adults with
   a. Hyperlipidemia
   b. Essential Hypertension
   c. Diabetes
   d. Premature myocardial infarction

Blumenthal indicated that children identified as being a high risk should be given appropriate advice and continuing counseling concerning excessive habits, diet and cigarette smoking.

The prevalence of single and multiple CAD risk factors were accessed in active children, 7 to 12 years of age. The table below lists the criteria for increased risk and the prevalence of each risk factor in 32 boys and 15 girls who were participants in a summer youth fitness camp.

Criteria	*Total*	*% Prevalence in Total Sample*
Obesity – % Fat ≥ 20%	9 (47)	19.1
≥ 25%	5 (47)	10.6
Low Work Capacity		
Peak $V_{O_2} < 31$ ml/kg/min	4 (36)	11.1
Elevated Blood Lipids		
Cholesterol ≥ 200 mg %/100 ml	4 (38)	10.5
Triglycerides ≥ 100 mg %/1000 ml	7 (38)	18.0
Cholesterol and Triglycerides	2 (38)	5.0
Electrophoresis Lipoprotein Classification		
II	2 (38)	5.0
IV	7 (38)	18.0
Family History[a]	12 (47)	25.5
Coronary Disease	6 (47)	(12.8)
Elevated Blood Cholesterol[b]	6 (47)	(12.8)

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[a] History of CAD and related diseases

[b] This was determined by the family's physician

The results of the study substantiate the prevalence of CAD risk factors in children and that development of multiple risk factors occur at any early age (see table below).

Frequency of Single and Multiple Risk Factors
Identified in Children, Ages 7-12 (N=47)

Number of Risk Factors Identified[a]		Frequency		Percent of Total Frequency
1		12		41.4
2		7		24.1
3		6		20.7
4		3		10.3
5		1		3.5
	Total	29	Total	100.0

[a] Includes the incidence of family medical history of CAD and related diseases.

Wilmore and McNamara surveyed the risk factor prevalence in boys 8 to 12 years of age. The following table lists the criteria for "high risk" and prevalence in each area.

Risk Factor	*Prevalence*	*Relative Prevalence (%)*
Hypertension		
Systolic ≥140	0	0.0
≥123-130[*]	0	0.0
Diastolic ≥90	0	0.0
≥74-79[*]	3	3.2
Obesity		
Relative Fat ≥20%	36	37.9
Relative Fat ≥25%	12	12.6
Abnormal ECG		
Rest	2	2.1
Exercise	3	3.2
Elevated Blood Lipids		
Cholesterol ≥200 mg %	19	20.0
Triglyceride ≥100 mg %—	8	8.4
Lipoprotein Electrophoresis, Type II	2	2.1
Family History[+]		
Heart Attack	52	54.7
Heart Attack ≤60 yrs. of age	32	33.7
Heart Attack ≤50 yrs.	15	15.8
Low Work Capacity		
V_{O_2} max ≤42 ml/kg/min	3	3.2
Diabetes	0	0.0

[*] Age dependent 80th percentile, data from Londe

[+] Includes father, mother, uncles, aunts, grandparents, and greatgrandparents

Allied health professionals responsible for the care of children should recognize the importance of familial aggregation of risk factors, and inquire concerning the existence of such factors in parents and first degree relatives. Relatives of individuals with premature CAD have significantly increased risk of early onset of the disease. Many risk factors are known to aggregate in families, including elevation of serum lipid values and of arterial pressure, diabetes mellitus, obesity, and cigarette smoking. Familial aggregation may result from environmental or genetic factors or both.

The Netherlands has begun a primary prevention program in school children with comparative studies of socioeconomic and cultural characteristics in contrasting regions. An 88% participation rate has yielded the following results:

Prevalence of "High Risk" in Serum Cholesterol
in Netherlands School Children (Aged 7-12)

	N	≥200 mg %	≥220 mg %
Boys	490	22%	8%
Girls	413	26%	8%

Body Fatness* By Skinfold in
Netherlands School Children

	Obese	*Fat*	*Lean*
Boys	5.5%	10.5%	84%
Girls	5.5%	17.6%	77%

*20 and 25% cutoff points were used for fat and obese categories.

The investigators concluded that it is feasible to study atherosclerosis precursors in school children and that it is justified to study the relationship between atherosclerosis precursors and their determinants. Since a high proportion of Dutch schoolchildren have an unacceptably high risk it was felt that *real* primary prevention implies the modification of determinants of a high risk profile as early in life as possible.

Although the percentage of smokers has declined in the adult population, teenagers and children are initiating the habit at younger and younger ages. The table below indicates the trend a few years ago.

Teenage Smoking 1968 vs 1970
Percent Smokers

Age	*Boys*		*Girls*	
	1968	1970	1968	1970
12	1.3	2.2	0.3	0.6
13	1.6	3.7	0.6	2.1
14	5.6	10.9	0.9	6.1
15	13.6	16.5	7.4	12.4
16	20.3	22.4	11.9	16.3
17	25.6	32.3	15.7	17.5
18	35.5	42.5	21.3	27.8
All 12-18	14.7	18.5	8.4	11.9

A pediatrician, Glenn Friedman, has formed a non-profit organization (Health Evaluation and Longevity Planning—H.E.L.P.) to provide low cost personalized risk factor testing. Data on cholesterol in children have been collected on a large sample of children and adults which are summarized below:

Elevated Cholesterol Values in Arizona Children 1975-76

N			160-199 mg%	≥200 mg%
(1231)	Private Pediatrician Practice		43%	10%
528	Riverside School		46%	7%
686	EPSDT Pilot Program		49%	7%
103	Motorola (HELP)		53%	11%
1045	Tucson School (HELP)		54%	15%
719	San Diego School (HELP)		53%	10%
79	PCS (HELP)		47%	8%
4612	Arizona St. Dept. of Health Service		44%	15%
9006	Average of Ariz. Children		47%	13%
4592	Adult	(200-249)	39%	(≥250) 17%

Results from various studies over the years indicate that cholesterol concentrations at various ages are:

- Neonate—65 mg/dl
- Gradual increase to 2 yrs. to 165 mg/dl
- No further significant variation with age, sex, rate of growth or motivation until age of 20
- Slow progressive rise until 60 yrs. of age

The Muscatine, Iowa study investigated risk factor in 4,829 school children 6-18 years of age. The most significant findings were:

- Serum cholesterol levels similar at all ages
  Mean = 182 mg/dl
  24% ≥ 200 mg/dl
  9% ≥ 220 mg/dl
  3% ≥ 240 mg/dl
- Casual level of triglycerides increased with age
  6 yrs = 71 mg/dl ± 36
  18 yrs = 108 mg/dl ± 45
  15% had ≥ 140 mg/dl
- Blood pressure increased strikingly with age
  6- 9 yrs None Systolic ≥ 140 mmHg
  Diastolic ≥ 90 mmHg
  14-18 yrs 8.9% *Systolic* ≥ 140 mmHg
  12.2% *Diastolic* ≥ 90 mmHg
  4.4% Both at or above these levels
- Obesity increased through the school years (triceps skinfold)
  6- 9 yrs.—20% had wts. relative to those of group as whole of ≥ 110%
  — 5% had wts. ≥ 130%
  14-18 yrs.—25% relative wt. of ≥ 110%
  8% relative wt. of ≥ 130%

These data indicated that a considerable number of school-age children have risk factors which in adults are predictive of CAD.

V. Lifestyle Patterns for Life-Long Health and Physical Fitness

Listed below are reasons why Friedman believes atherosclerosis prevention should begin in the child.

- Associated "risk factors" begin in this age period (patterns of living are established in childhood).
- Atherosclerosis develops in the child.
- Atherosclerosis may be more "reversible" in the young.
- Reduce "risk factors" in the child → reduce "risk factors" in the parent

Two investigators, Kannel and Dawbar, who have been closely associated with the Framingham study on the epidemiology of CAD, encourage the following measures for the promotion of cardiovascular health:

- Prevention of obesity
- Early detection of lipid abnormality and correction by diet and/or other procedures
- Early detection of hypertension and implementation of corrective measures
- Promotion of high energy output physical activity
- Discouragement of the cigarette smoking habit

Since all behavior is a product of ongoing processes, education for positive health practices is a life-long task requiring equal attention to early and later education, and to environmental and individual factors. We must educate in terms of multiple causes and recognize that a variety of precipitating agents, including our behavior, may serve as precursors of disease. The development and maintenance of life-long health and physical fitness will depend on consistency in what is taught by and "caught" from allied health professionals in the following areas:

A. Definitions of physical fitness and motor performance.
B. Personal example—we shouldn't be recognized as clanging cymbals.
C. Our environment must be conducive to physical activity without undue danger.
D. We should become more active in communities available for continuing education.
E. We must recognize the most effective means of communication and utilize them to their fullest potential.
F. The concept of multiple causes must be driven home, otherwise all our messages will be discredited.

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DEMONSTRATION: Rhythmic Aerobics
DEMONSTRATOR: Nancy Kabriel, Tulsa Public Schools, Tulsa, Oklahoma

The program of Rhythmic Aerobics has been developed to continue the encouragement and implementation of "vigorous and fun exercise programs" in our physical education programs for all age levels, that promote the development of cardiovascular (aerobic) fitness. Routines are choreographed and designed to music that is motivational in itself. Emphasis is not on skill, perfection or dance, but rather the intensity and duration of the routines for developing the cardiovascular system—and having fun while doing it! Skill, coordination and muscle toning are some of the plus side effects.

The Rhythmic Aerobic sequence of routines includes a warm-up routine, a series of 8-10 vigorous routines, a cool down routine and sit-ups. Each series is continually updated to provide new and motivating music and movements for the specific age levels.

Eight Rhythmic Aerobic instructor certification clinics will be held for the summer 1978. The three-day clinics include aerobic theory, films, instructors' manual, tapes, and action sessions to teach the routine series.

WHO SAID CO-ED! REALISTIC SECONDARY PHYSICAL EDUCATION

PRESIDER: Mabel Byrd, Escambia County School, Pensacola, Florida

RECORDER: Lillie L. Suder, Headland High School, East Point, Georgia

OFFICERS ELECTED: Chairperson-Elect—Malissa Turner, Southeastern Louisiana University, Hammond, Louisiana; Secretary—Linda P. Cicero, State Department of Education, Montgomery, Alabama

SPEAKERS: Anne Hadaris, Southwest High School, Macon, Georgia; Ann Palmer, Riverwood High School, Atlanta, Georgia; Harold Head, Smith High School, Atlanta, Georgia

This session consisted of a panel which covered the following categories of concern:

1. Scheduling—Scheduling in the speaker's school is done by computer. The schedule of courses taught each quarter is based on student interest. This type of scheduling lends itself to compliance with Title IX. One point brought out was that girls now tend to veer away from team sports since these tend to be contact sports. Some classes may have 28 boys and 2 girls, which necessitates grouping by ability.
2. Grading—Is this a problem? The speaker felt that, generally, girls do better than boys on written tests and boys may be better in skill. Since in her system students are graded 1/3 on skill, 1/3 on written knowledge and 1/3 on participation, this balances out so that

grading has not been a problem. A grading system utilized by Smith High in Atlanta was submitted: attendance—12 percent; dress—20 percent; participation—38 percent; written test—5 percent; skill tests—20 percent; and subjective—5 percent.

3. Facilities—More problems are encountered in dressing facilities in schools that, at one time, had a boys' gymnasium and a girls' gymnasium.
4. Staffing—The largest problem is the attitude of teachers, particularly more experienced teachers. In this instance, there may be fewer coed classes. Teacher training institutions can help alleviate this problem.
5. Adaptation of rules—Many of these problems have already been taken care of through articles printed in professional publications.
6. Uniforms—If a school has a dressing policy, there should be no problem.
7. Psychological problems—As schools moved into compliance, their "hang-ups" which were attitudinal problems on the part of teachers will be alleviated.

In a question and answer period at the end of the presentation, the idea of one uniform (shorts and tee-shirt) for both boys and girls was given.

RECREATION DIVISION MEETINGS

CAREER EDUCATION FOR THE HANDICAPPED IN THE LEISURE OCCUPATIONS

PRESIDER: Rodney Ryan, University of Arkansas, Fayetteville, Arkansas
RECORDER: Don Cheek, University of Mississippi, University, Mississippi
SPEAKER: Clifford Seymour, Vice-President, Recreation, SDAAHPER, Southern University, Baton Rouge, Louisiana

Mr. Seymour shared with us a background of what NRPA is and has been doing in the area of employing the handicapped. He explored the different fields within recreation and leisure and pointed out employment opportunities within each area. Fields covered were: (1) Travel and Tourism, (2) Leisure Entertainment, (3) Resource-Based Services, and (4) Community-Based Recreation Services. Next, he covered career potential and the minimum requirements for entry at each of four levels of employment opportunity. These requirements ranged from less than high school diploma to advanced degrees in the leisure fields.

COMMUNITY RECREATION

PRESIDER: Kenneth Renner, Florida Technical University, Orlando, Florida
RECORDER: Peter Cunningham, Owensboro, Kentucky
SPEAKERS: Glen Gilbert and Joe Fakouri, Monticello Community Education Program, Monticello, Arkansas
TOPIC: Monticello Community Education Program

The basic philosophy of this program is that the objective of community education is to fill the gaps in the total education program by providing valuable services—educational, recreational, vocational and cultural enrichment. Community education does not attempt to duplicate services but strives instead to provide what is not already available.

The speakers used a slide presentation to show what their objectives are, who they reach, what they provide and some of their successes.

SPEAKER: Martha Nelson, State Department of Education, Little Rock, Arkansas
TOPIC: Community Education

Community Education is a process whereby citizens of a community are organized to assess individual and community needs and resources; plan, implement, and evaluate opportunities and services that improve the quality of life in the community.

The philosophy of Community Education encourages schools to provide educational, social, health, recreational and other human services to the entire community, cooperating with other agencies to avoid duplication and assuming the responsibility for a two-way communications system which allows for citizen input in determining those needs.

Community Educators do not just organize classes, activities, and specialized community meetings. They facilitate the interaction process for defining and assessing needs; assist in finding the resources to meet these needs; and help people to decide what is important to themselves and their communities.

"Community" includes each person involved within a community, and "education" includes an almost limitless list of possible learning experiences. Combine the two and it appears as though the concept of Community Education is an attempt to save the world, a panacea. In reality, of course, it falls short of that.

Explaining or defining the concept becomes a most difficult charge. Many people feel that if you can't "capsule" what you're all about, it can't be worth much. I'm not sure that a group of educators can come to a "capsule" consensus on what "education" is.

Basically, those who believe in Community Education must be committed to:

1. A belief that education is an on-going, continuous process and not confined within the walls of the school—that education takes place throughout the community; that, in fact, to teach a child, one must know something about the environment of the child *and* be concerned about improving that environment. For too long we have believed in a 2x4x6x9 education: two covers of a book, four walls of a classroom, six hours of a day, and nine months of the year.
2. The belief that schools belong to the people; should be used by those who have been and are paying for them; *and* that schools should assume the responsibility for making them available.
3. A belief in the democratic principle that people are capable of making good decisions if given enough information, and that schools should assume the responsibility for providing avenues for participatory decision-making.
4. A recognition of the need to utilize the varied resources and agencies in a particular community and to work cooperatively with them for the betterment of the entire community.

Community Education is a process, a philosophical concept, a delivery system—whatever; it is not a "program." Misuse of the term usually results in mistaking a part for the whole, or a class or classes for the concept. The process includes:

1. Identifying needs/resources; pairing the two
2. Citizen participation in decision-making: Advisory Councils
3. Social and governmental agency cooperation
4. Two-way communications: School to community; community to school
5. Programming: Maximize use of facilities/resources

Community Education is a philosophical concept calling for a new partnership between community and education. It should be a partnership based upon mutual respect, positive interaction, and a sense of shared accountability. Within the concept of Community Education, the school and the community view each other as valuable resources, and through working creatively together, individual and community problems are solved and educational needs of the total community are met.

Community Education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. Community Education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people in a community. Although communities vary greatly with some being richer than others, all have tremendous human and physical resources that can be identified and mobilized to obtain workable solutions to problems. Inherent in the Community Education philosophy is the belief that each Community Education program should reflect the needs of the particular community. The philosophy advocates a process which is continually assessed and modified as times and problems change.

Why the schools?

1. Largest social institution
2. Appropriate, major facilities, strategically located
3. Base for money match
4. Built and maintained by tax money
5. Unused for two-thirds of their time
6. Eliminate duplication of administrative costs
7. Decreasing enrollments

State Department of Education Role

1. Technical assistance/training
2. Training materials
3. Identify other projects with like situations/problems
4. Advisory Councils
5. Needs Assessments
6. Programming; contact people; other people in state
7. Meet with Boards of Education, Advisory Councils, etc.
8. Assist with sources of funding

Each community is unique. Each community has different needs, resources, problems, goals, expectations. What do you want to do and why?

What Is Community Education–Selected Definitions

(1) From Robby Fried, New Hampshire

Here is one set of criteria which might help people define Community Education for themselves:

Community Education includes any learning activity that—

a) expands the notion of who can teach and who can learn, and seeks to utilize a community's whole ranges of *resources for learning* more fully and more efficiently;

b) promotes learning among community residents of all ages and backgrounds, and involves learners as decision-makers in designing and administering their own educational programs;

c) aims at what's good for the *community,* at building a sense of community and encouraging community self-betterment, as well as helping individuals pursue their own development.

(2) From Randy Rasmussen, Utah

Community Education is a philosophical concept calling for a new partnership between community and education. It should be a partnership based upon mutual respect, positive interactions, and a sense of shared accountability. Within the concept of community education, the school and the community view each other as valuable resources and through working creatively together, individual and community problems are solved and educational needs of the total community are met.

(3) From the Tennessee Community Education Association

The TCEA defines Community Education as a philosophy which utilizes citizen participation to identify community needs and resources. Through this process, programs and activities are designed and implemented to resolve community problems, thereby improving the quality of life in the community.

(4) From the National Community Education Association

Community Education is a comprehensive and dynamic approach to public education. It is a philosophy that pervades all segments of education programming and directs the thrust of each of them towards the needs of the community. The community school serves as a catalytic agent by providing leadership to mobilize community resources to solve identified community problems. This marshalling of all forces in the community helps to bring about change as the school extends itself to all people.

(5) From an article by Jack Minzey, *Community Education Journal,* February, 1974, "It Takes People to Make It Happen" and another article by Minzey in the *Community Education*

Journal, "Community Education—Another Perception"

a) Here's a formal definition of Community Education. Certainly not the best one, but one. "Community Education is a philosophical concept which serves the entire community by providing for all of the education needs of all of its community members. It uses the local school as a catalyst in bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living and develop a community process toward the end of self-actualization."

b) While the specifics of Community Education will vary by community according to the characteristics of that community there are certain basic components necessary to all programs.

   1. An Educational Program for School Age Children
   2. Use of Community Facilities
   3. Additional Programs for School Age Children and Youth
   4. Programs for Adults
   5. Delivery and Coordination of Community Services
   6. Community Involvement

(6) From the National Association of State Boards of Education

The community education philosophy embraces the notion of providing educational, social, health, recreational and other human services to the entire community; and further, it endorses the ideal of community involvement in the operations.

(7) From the Indianapolis Community Education Committee

Community Education is a procedure of involving citizens in assessing needs and desires of all people in order to effectively coordinate and utilize community resources to improve the quality of life in Indianapolis.

(8) From Larry Decker, Mid-Atlantic Center for Community Education

Community Education advocates processes and programs to utilize the total community environment and human resources so that the community becomes a dynamic interchange of living-learning experiences for all people.

(9) From the Indiana Department of Public Instruction

Community Education is a process whereby citizens are organized to assess individual and community needs and resources; plan, implement and evaluate opportunities and services that improve the quality of life in the community.

Community Education Philosophy Statements

(1) From the National Community Education Association

Community Education is a comprehensive and dynamic approach to public education. It is a philosophy that pervades all segments of education programming and directs the thrust of each of them towards the needs of the community. The community school serves as a catalytic agent by providing leadership to mobilize community resources to solve identified community problems. This marshalling of all forces in the community helps to bring about change as the school extends itself to all people.

Community Education affects all children, youth, and adults directly and it helps to create an atmosphere and environment in which all people find security and self-confidence, thus enabling them to grow and mature in a community which sees its schools as an integral part of community life.

(2) From the Council of Chief State School Officers:

Schools should be designed to utilize educational opportunities outside the traditional classrooms. In accordance, greater access to school facilities and programs should be afforded to the surrounding community. Such sharing will meet substantive school and community needs as well as increasing public confidence and support of school systems.

(3) From the National School Board Association:

Public school facilities should be used as community centers for the integration of the American community and the encouragement of family participation in wholesome character-building activities conducive to good citizenship. The Association should urge state associations to initiate legislation whenever necessary to authorize the wider use of public school facilities for community purposes under provisions giving local boards authority to determine, regulate and maintain such programs.

What Others Say About Community Education

It is important that we broaden our base; that we become truly more of a function of the community; that we keep our doors open for longer hours and available to a lot more people; that we broaden the educational opportunities within the system; that we make them more adaptable to the needs of the people in the community; and that we tailor our programs to fit the requirements of an evolving society.

Al Ullman
U. S. Representative, Oregon

It is a concept in the best traditions of our nation and should have the support of us all. We must regard the school as more than a classroom. It is a vital and integral part of our community life.

Frank Church
U. S. Senator, Idaho

The concept involves a basic commitment that education will not be restricted to a particular group of people of one age and isolated only in a schoolhouse, but that the educational activities in a schoolhouse are part of a larger effort to solve all the problems of a community through community action. The concept essentially involves a coordination of the community in its entirety to identify and meet community problems.

Patsy Mink
U. S. Representative, Hawaii

Community school is the term currently applied to a school that has two distinctive emphases—service to the entire community, not merely to the children of school age; and discovery, development, and use of the resources of the community as a part of the educational facilities of the school.

Maurice Seay

It seems to me that every person, always, is in a kind of informal partnership with his community. His own success is dependent to a large degree on that community, and the community, after all, is the sum total of the individual's who make it up. The institutions of a community, in turn, are the means by which those individuals express their faith, their ideals, and their concern for fellow men.

The partnership between a man and his community is often an unconscious relationship, but this fact does not make it any less real. For me, this sense of partnership has become a growing reality over the years.

C. S. Mott

Possible Strategies for Developing a Community Education Project

1. Request information/technical assistance from State Education Agency.
2. Present information to Board of Education. Secure agreement from Board to study feasibility of developing Community Education. Secure agreement to use educational facilities for programs and provide in-kind support.
3. Identify staff member (Superintendent or his designate) to work with steering committee.
4. Meet with other school administrators to explain Community Education and to assure them of adequate building supervision. Suggest they meet with their teachers.
5. Organize a planning or steering committee to do feasibility study.

6. Identify and meet with representatives of existing agencies, organizations, and institutions to request their support and assure that the goal is to enhance their efforts, not to compete or duplicate.
7. Develop an on-going program of publicity, public relations, and promotion.
8. Conduct a survey to identify the community's existing opportunities; the wants, needs, and desires of the community; and to serve on an advisory council.
9. Organize a representative community advisory council. (Steering committee may serve until a later date, if desired. Other members may be added, if representation is not broad enough.)
10. Visit an existing Community Education project. (Superintendent, designate, committee members, Board members, etc., may be included in this activity. The State Education Agency staff member can identify projects with like situations, geographic make-up, in various stages of implementation.)
11. Provide training for implementor and/or Superintendent.
12. Identify funding sources and develop organizational structure.
13. Using results of survey, plan program activities which expand efforts of other agencies in community and do not duplicate other efforts. Identify sites to be used.
14. Present recommendations to school board; secure approval for implementing.
15. Initiate programs.
16. Develop an evaluation plan.

SPEAKER: Bob Bell, Rural Community Education Project, Little Rock, Arkansas.

Mr. Bell summarized the two previous presentations. He then served as the moderator for a question-and-answer session on the problems which may be encountered in establishing a community education program.

COMMUNITY RECREATION AND PUBLIC LAW 94-142

PRESIDER: Evans Brown, Winthrop College, Rock Hill, South Carolina
RECORDER: Paul Kennedy, Rome City Schools, Rome, Georgia
SPEAKER: John Nesbitt, University of Iowa, Iowa City, Iowa

For many years, I have pursued the proposition that Federal funding for recreation for handicapped was an absolute necessity to the creation of equal opportunity in leisure for handicapped children, youth and adults. This simply follows the experience of other nations as well as the United States in delivery of medical, vocational and educational services to handicapped. Generally, local services have followed the provision of Federal services. Thus, means must be found of obtaining Federal funding for local recreation service for handicapped.

Over the last ten years we have made more progress through the Bureau of Education for the Handicapped and through cooperation with special education than in the previous twenty years.

Problems

The problems we confront in advancing recreation's role and function in 94-142 are the following:

1. General lack of awareness and experience in special education about recreation and therapeutic recreation service.
2. Specific lack of background and understanding of the recreation service that is authorized in 94-142, to what purpose recreation is provided and what the outcomes will be.
3. Bureaucratic resistance to the initiation, expansion or improvement of a new dimension of service.
4. Fiscal limitations and generally the assignment of recreation to low or no priority status.

5. General lack of understanding or awareness of local recreation practice and delivery of recreation service for handicapped children.
6. Lack of recognition by State Education Agencies and Local Education Agencies of the "qualified" status of therapeutic recreation personnel (similar to physical therapy, school social work, school rehabilitation workers, etc.).
7. Lack of SEA and LEA policies and practices providing for contracting with recreation, park and leisure service organizations and agencies and therapeutic recreation service personnel.
8. The failure to establish the role of recreation in 94-142 state plans, regulations and so on.

Those of us in recreation for handicapped must be sympathetic to the range of problems that are being confronted by State Education Agencies and Local Education Agencies. First, there are major impediments in the preparation, adoption and submission of state plans to the Federal Government. The problems confronted in each state are different. Second, each state is confronted with a number of barriers in dealing with the "related services." Finally, for many states recreation for handicapped and therapeutic recreation service are new service delivery areas. We in recreation must understand the problems that are being confronted and work to provide the assistance that is needed at the present time in working out plans for the inclusion and delivery of recreation and leisure services.

Initially, some states are relating primarily to the limited new funds that are made available in the initial year of implementation. It is desirable that we all look to the second and third year's implementation and beyond in terms of the funding levels that will be available when the law is more fully in effect. Hearings have been held in Washington, D. C. relative to this problem and, hopefully, modifications can be made quickly which will facilitate funding and program development. However, in terms of philosophy and methodology and the anticipated results in terms of education of the nation's eight million handicapped children and youth, the Rules and Regulations as they stand are a superb result.

Summary

The following should be accomplished in providing for the recreation service dimension of Public Law 94-142.

1. Include recreation in SEA manpower planning.
2. Include recreation in SEA facility planning.
3. Provide recreation input to the SEA state advisory panel.
4. Include recreation in the SEA state plan/regulation.
5. Provide SEA state consultation-training in recreation.
6. Establish SEA and LEA recognition of therapeutic recreation professional registration.
7. Establish SEA and LEA procedures for contracting with recreation agencies for recreation services.
8. Create awareness of recreation as a primary means of meeting the priority need to serve the unserved and underserved.

FITNESS AFTER SIXTY—ADDING LIFE TO YEARS

PRESIDER: Evans Brown, Winthrop College, Rock Hill, South Carolina
RECORDER: Ed Shields, University of North Carolina, Chapel Hill, North Carolina
SPEAKER: Joseph D. Teaff, Texas Woman's University, Denton, Texas

INTRODUCTION

There tends to be an image in our society, and in many other societies, of the older person as sick, debilitated and inactive or incapable of activity. Aging is not a disease, even though physiological changes usually accompany aging. These physiological changes, however, are

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gradual and occur over the life span. There is no reason that remaining capabilities cannot be used to their fullest, and even improved. Medical advances, better nutrition and physical fitness can contribute to making the later years of life healthy, active and meaningful.

The Aging Process

Changes in functional capacity occur as people age at many levels—cellular, tissue, organ and system (2:257). Among the changes which occur with age are increased vulnerability to disease (especially cardiovascular disease, cancer and stroke) and decreased ability to withstand stress. Stresses include physical, emotional and environmental factors, such as illness, accidents, death of spouse, temperature changes, exercise and excitement. Homeostasis is more upset by stress and harder to regain than in younger years (2:231-234).

Cell and tissue replacement decelerates or stops completely, even though many cells continue to be lost. The brain, for example, loses approximately 100,000 cells a day (17:4). Bone mass decreases and bones become more brittle, joint cartilage degenerates and the joints may stiffen and swell. Tissues lose elasticity and muscle size and strength decreases (3:27, 2:261, 17:4). The heart beats slower and pumps less blood per stroke. The lungs take in less oxygen and circulation decreases, hence less oxygen is transported to other parts of the body, such as the brain. Sensory losses include vision, hearing, kinesthetic awareness and balance (2:237). Generally, there is an increase in weight and body fat. These are just some changes which are observed in aging individuals. They may be age-related or they may be due to other factors, such as undiagnosed degenerative diseases or lack of physical fitness (2:272).

Value of Exercise

There are many rewards to be gained from a regular program of exercise. Ideally, daily exercise should be a lifelong activity, starting in early childhood and continuing through old age. But many people simply never develop good exercise habits. Lack of adequate physical activity is perpetuated and encouraged in old age by the common assumptions that older people should "take it easy" and not over-exert themselves. The body needs exercise. King and Herzig (4:vii) say, "Stop motion or decrease movement and you slow down vital functions, and eventually organ atrophy or wasting away take place." The administration on Aging puts it another way:

> "Disuse is the mortal enemy of the human body. We know today that how a person lives, not how long he lives, is responsible for many of the physical problems normally associated with advanced age." (19:1)

Fortunately, it is never too late to start exercising and benefit from it, provided that person does not start at too high a level and/or progress too fast.

In terms of "slowing down" the aging process, exercise can be helpful. Good physical fitness minimizes many of the negative conditions often associated with aging. It can help delay or prevent hypertension and cardiovascular disease (9:12). Recovery from illness or accidents is generally faster for the person whose body is in good shape. Among the many benefits of regular exercise are improved muscle tone and strength, greater flexibility and range of motion, improved circulation, better digestion and sleep, and reduction of chronic fatigue. The lungs are able to take in more oxygen and the heart is more efficient at pumping the oxygenated blood to other parts of the body which, in the case of the brain, means increased alertness. Exercise also provides an emotional outlet, thus helping to reduce tension and improving the ability to cope with stress. The sense of balance which degenerates with disuse, is maintained or improved by certain exercises. This is very important for people with increasingly poor vision, and who wear bi-focal or tri-focal glasses which necessitate rapid optical focus changes (19:3). Maintaining balance is also important to older people because a fall is potentially more damaging to their brittle bones. Better posture, better appearance, increased self-confidence, improved sexual interest and a general feeling of well-being are some of the more subjective benefits of exercising. Economic benefits include reduced health care costs, such as those for medical problems and hospital bills, for both the individual and the government (12:9, 16:19).

The social benefits include companionship and support and will be discussed in more detail later in this paper.

SPECIAL CONCERNS

Medical Supervision

Many older people can do some simple exercises without medical supervision. However, for the protection of both the individual and the leadership, it is imperative that approval be obtained from each participant's physician (3:23, 5:77, 20:3). This is especially important for people who have not had much physical activity in some time and for those who have certain limitations. The physician can suggest modifications of the program to suit individual needs, and he can advise elimination of the exercises which might be harmful to his patient. The use of standard permission forms can help make this procedure easier and more efficient. Leslie and McLure (20:4-5) suggest writing a letter to the physician explaining the types of exercises to be used, pacing, length and frequency of sessions and who is responsible for the program. An enclosed form with space to indicate approval (or disapproval), special limitations and recommendations will facilitate the response. A stamped, self-addressed envelope will probably encourage a quick reply.

A problem may arise in that many older people do not have a personal physician who is familiar with their history and conditions. In this situation, they should be referred to the public health office, a local hospital or the local medical society, to obtain help in finding a doctor (19:26). Annual (at least) medical check-ups are extremely important in the preventive health care of older people.

Another problem which may arise is that of spontaneous participation in the exercise session by people who do not have medical approval. This is especially likely to occur if the group meets where there is a lot of traffic. It might be advisable to hold the sessions in a more out-of-the-way place, as long as there is ample space for everybody to exercise comfortably. An alert leader should also watch out for new faces and check for medical approval. She/He can also help the person get the approval and encourage him to join the group. Posted notices stating the need for such measures might also help.

Individual Abilities and Limitations

No two persons in the program are going to be alike. They will all have different individual needs, interests and limitations. For this reason the program should be flexible enough to allow individualization. Some people in the group are likely to be in fairly good, if not excellent, condition, since they may exercise individually or participate in sports or other physical activities. Other members will be in very poor condition. The program should be geared to these people (14:74). People with medical conditions such as arthritis, "dizzy spells," and cardiac and circulatory problems, will require some individual adaptations, which should be recommended by their doctors. Some types of exercise can aggravate certain problems and should be avoided. For example, isometrics may dangerously elevate blood pressure (12:17). Most older people are capable of determining their own limits and stopping when these are reached, but in order to avoid discouragement or possible serious injuries, the group leader should offer guidance as to which exercises should be selected, specify the number of repetitions for each level (beginning, intermediate or advanced), and when to stop (20:5, 14:17, 3:26). Sometimes, through physical activity, people realize that their limitations are imaginary or only excuses to avoid getting involved and that exercise is really enjoyable, in addition to being healthy (7:11-12).

LEADERSHIP

The group must have a leader. Preferably, supervision should be the responsibility of a person who has professional training in exercise physiology, geriatrics/gerontology and related fields (15:25-26), and who understands the needs of older people and can empathize with them. The professional training is especially important if more vigorous routines are going to be followed (2:273). There is some evidence, however, that a leader from the senior citizens' own ranks can be highly effective, with training being provided (11:8, 16). The leader may be elected or appointed, or the group may take turns leading. Members of the group should be allowed and encouraged to demonstrate and lead new exercises or old favorites. This also helps ensure continuation of the program should the regular leader be absent. Also, team teaching is an alternative that Leslie and McLure (20:6) find helpful since it facilitates individualization of exercises and program evaluation.

Leadership guidelines include careful demonstration of exercises, slow repetition, and a combination of routine and variety in the program. The group should meet regularly in the same place, and sessions should not be too long. Individual success must be built-in to avoid discouragement and giving up. "Communication channels" should be established to help people remember the sessions. Making the session a social experience, through conversation, jokes, sharing new ideas and successes is also encouraged (13:73, 14:74-75, 20:6).

MOTIVATION

Exercise is hard work, especially if a person is not used to it. It will probably not be very easy to motivate people to begin exercising if they have become increasingly sedentary, and in poor condition, even if they know that they need it. For some, education might provide an understanding of how the body works, the importance of physical fitness and the benefits to be gained from a regular program of activity. Availability of programs to join is also important (6:81; 12:9). Peer pressure is another powerful motivator (11:8, 5:77), probably one of the best. Often, simply experiencing some of the benefits after a relatively short time "converts" people to a belief in the value of exercise, and many of them want to share that with their friends.

Evaluation and feedback, measuring progress periodically using instruments, questionnaries and informal discussions, are also good motivators (14:75). Certificates of achievement, provided they do not imply completion, may help (20:7), as will all kinds of individual attention and recognition. The opportunities to show affection, to touch and be touched, to share and to be with friends may attract some people to an exercise group. Another important motivator may be the individual's physician (6:81). Exercise may be "prescribed" to help the person regain fitness and prevent illness or to recover from an accident or illness.

DEVELOPING A PROGRAM

Organizing

The first step in developing an exercise program is getting it organized. People need to know that a program is in the works; notices should be sent to individuals so that they can express an interest and/or make requests or any suggestions that they feel are important. There should be an organizational meeting at which the need for exercise, types of exercises planned, location, time and other pertinent information is discussed and decided upon (14:74).

Scheduling

Exercise must be regular and consistent if it is going to be effective. Irregular exercise can be harmful. Most people seem to have a hard time doing exercises on a regular basis when they are on their own. This is why so many individual exercise programs fail. A regularly scheduled group meeting can help provide the structure that is needed. Daily exercising is the most beneficial pattern; however, it may be hard for a group to meet this often. Group meetings two or three times a week can be combined with individual sessions on the other days (20:8), keeping in mind that exercising less than three times a week probably does more harm than good (1:154).

People have individual preferences as to the best time of day for exercising. The group will have to agree on a time that is suitable for all of its members. Leslie and McLure (20:8) found that the most popular times for exercising by senior citizens was right before the noon or evening meal. These should be scheduled for at least one hour before the meal. Immediately following meals and just before bedtime are definitely not good times for vigorous exercise, although a leisurely walk might help digestion and some gentle exercises might help one relax just before going to bed (20:8, 4:x).

Leslie and McLure (20:8) suggest that fifteen to thirty minute daily sessions are best for senior citizens, although they say that two- or three-times-per-week sessions may last for up to forty minutes. King and Herzig (4:2) describe quick little five-minute sessions. What is important is regularity and frequency. Frequent short exercise sessions are much better and safer than long infrequent ones.

Setting and "Props"

The exercise group should meet in the same place every day. As mentioned earlier, it might be preferable to find a room where the traffic flow is minimal, but it should be convenient, familiar and accessible to the senior citizens. There should be enough space for everybody to be able to move freely. The floor should not be slippery and there should be some clear wall space for exercises performed against the wall. There should be a minimum of furniture, lamps and the like, which can interfere with free movement (and get broken) (20:5). If it is a nice day, exercises might be done outside, depending on the preference of group members.

Loose, comfortable clothing should be worn by group members for greater freedom of movement (5:77). Socks or slippers should be worn (4:x). Tights and leotards may also be worn; what is important is that clothing does not restrict movement or get in the way.

No special equipment is needed for a good basic program. Each group member should have something to sit on—preferably a sturdy, stable straight-backed chair with no arms and a firm seat (20:5). For exercises done on the floor, mats are nice but not absolutely necessary. Other equipment which can add to the program includes balls, wands and surgical tubing (for stretching). A creative imagination also helps.

Types of Exercise

There appear to be two major types of exercise programs for older adults. The first is designed to maintain and improve muscle tone, flexibility, kinesthetic awareness, balance and posture (4:20). These exercises involve all the joints and major muscle groups (and most of the minor muscle groups) in the body. The second type of exercise program involves endurance activities, such as jogging, swimming, biking and walking, which "exercise" the circulatory system. These are necessary to increase heart and lung efficiency. However, programs geared towards cardiovascular fitness require a complete and thorough medical check-up and close medical supervision (17:6, 19:4). For these reasons, such programs may not be suitable for use in a senior center. There are some programs that combine the two types (19:21), and these are probably the most beneficial.

As mentioned earlier, isometric exercises should be avoided by older people, although they are included in some programs (3:21). Also to be avoided are other exercises in which high levels of muscle contraction are reached and maintained without relaxing. These exercises can raise the blood pressure significantly by preventing blood flow (2:270-273).

It is important to warm up and loosen up before getting involved in any vigorous activity. This is especially true for older people who should avoid subjecting their bodies to sudden strenuous activity. Vigorous activity should be alternated with less strenuous activity. The amount (number of repetitions, length of activity) should be increased very gradually, but steadily, in order to achieve improved fitness. When the session is over, there should be a "cooling off" period during which the body is allowed to return slowly to its normal termperature, heart rate, and so on (19:4). This does not mean a sudden cessation of activity, but a slowing down and gradual stopping of activity.

Other guidelines dealing with the selection of exercises are suggested. The exercise should appeal to the individual—exercising will not be pleasant if the person doesn't enjoy the exercises. Exercises should be personally beneficial and not potentially harmful, which is why a doctor's permission should be obtained. All parts of the body should be exercised during the routine, except, of course, in cases of individual personal limitations (20:8-9).

It is difficult to write descriptions for exercises and it can be even more difficult to translate words into actions. Pictures help, but demonstrating the exercises slowly and helping the person move through the new exercises, perhaps through actual manipulation, the first few times are most effective (3:24). There are several books and manuals which contain excellent descriptions and pictures of numerous exercises (1, 3, 4, 19, 20, 21). Some of these tell what specific benefits can be derived from each exercise. Most can be read and understood by the non-professional, and are suitable for use in a senior center exercise program.

Innovations

As the value of exercise becomes more widely recognized, the number of innovative programs grows. Exercising to music is very popular, and music should be incorporated into the exercise routine whenever possible. It provides rhythm and beat, which helps pacing exercises, and it has social and aesthetic values as well. Music makes exercising more fun.

Dancing can be a form of vigorous exercise which helps encourage cardiovascular fitness. Some kinds of dancing, such as ballet, improve flexibility and balance. Oriental "T'ai Chi Ch'uan," movements which resemble a combination of karate and modern dance (20:1) are being used in California. Movement exploration is incorporated into a senior citizens' exercise program in Oregon (8). Yoga helps older people breathe properly and relax (20:3). Deep relaxation techniques are also being used in fitness programs for older people.

More vigorous programs, such as jogging, swimming and walking, are also increasing in popularity as senior citizens become more aware of the importance of physical fitness. Even though not everybody is able to jog, a good number of America's senior citizens are doing it, and enjoying its benefits (19:24). It is important to remember that medical approval and supervision are mandatory and that such a regime must be worked into gradually, starting at the individual's own level of fitness (17:6-7).

Swimming has some special qualities. Exercising in the water can be easier because the water provides some support, but the water may also resist a person's movements and increase the workout. Swimming also involves all the major muscle groups and so is good exercise in and of itself (19:25). Swimming can be fun and relaxing, but there are limitations in that not all older people know how to swim or are comfortable in the water, and not all communities have full-time availability of swimming pools.

Walking is another good all-around physical activity. It has the advantages of being cheap and readily available. It can be done almost any time. Brisk walks help improve leg muscle and cardiovascular fitness and can provide some relief from tension (21:56). Walking groups can be organized at senior centers. The group members would definitely have to have medical approval. Nature walks and the like could be arranged in the vicinity of the center, or in nearby parks. Sightseeing walks could be taken through the town (provided it is safe) and even in shopping centers. Each person could go at his own pace, so hopefully no one would over-exert himself.

SOCIAL BENEFITS

The social benefits of exercise have been alluded to throughout this paper. Essentially, they are the same as those provided by any congregate program for the elderly. Getting together to exercise provides companionship, an opportunity to make new friends, escape from loneliness, the sharing of a common experience and so on. Independence is a major benefit of exercise and physical fitness (9:13, 11:16, 19:2). Exercise helps people remain physically and mentally healthy, thus better able to remain in the community without having to rely on younger and stronger members of society to do things for them. Independence is another powerful motivator for older people to exercise (11:16).

CONCLUSION

There appear to be some conflicts in the literature as to which kinds of exercise are most beneficial to older people. Some programs even seem to reinforce the old notions that older

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people should not participate in activities which are somewhat strenuous. Others, notably deVries (2:270-272) emphasize the benefits of rhythmic activity of large muscle masses. Exercises such as brisk walking, jogging, and swimming are recommended and calisthenics are thought to be appropriate only if they conform to the principles of the "natural activities (2:272)."

In addition to going through an exercise routine every day, there are ways of improving physical fitness through the regular activities of daily life. House and yardwork, shopping and self-care duties all provide opportunities for adding to fitness. The President's Council on Physical Fitness and Sports (21:56) suggests climbing stairs instead of taking the escalator or elevator, walking instead of driving short distances, and taking stretch breaks during the day. King and Herzig (4:7-25) describe how to incorporate flexibility, balance and posture exercises into household routines, such as hanging up the laundry, making the bed and doing dishes. Rocking-chair exercises are even included and can be done while watching television, listening to the radio or sitting on the front porch watching the people go by! Suggestions for relaxing in the bathtub and waking-up exercises to be done before getting out of bed are provided.

For maximum health, factors other than exercise must also be included in daily life. Among these are proper medical and dental care, good diet and nutrition, adequate sleep and rest, and a minimum or absence of unhealthy habits, especially smoking and excessive drinking (20:25-26).

Studies have shown that most healthy older people have been moderately active all their lives, incorporating physical activity into their daily routines, and continuing the pattern into old age. This does not mean, however, that people who have been sedentary cannot improve their health through physical activity. They simply need more encouragement. Your leadership can help older people develop healthy attitudes and habits concerning exercise and physical fitness.

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FUTURE PROGRAM AND DIVISIONAL RESPONSIBILITIES

PRESIDER: Ronald Perry, Vice-President Elect, Recreation Division, SDAAHPER, Florida International University, Miami, Florida

RECORDER: Paul Kennedy, Rome City Schools, Rome, Georgia

SPEAKER: Clifford T. Seymour, Vice-President, Recreation Division, SDAAHPER, Southern University, Baton Rouge, Louisiana

Mr. Seymour discussed problems and happenings in recreation at the Southern District and National levels. He also discussed the duties of the Vice-President Elect in relation to attending two board meetings per year—a summer board meeting and the annual convention meeting.

We need to be more involved in leisure today. We need more emphasis on Awards Citation Committee. Submit names from Southern District for awards. Need to give out printouts of recreation people in Southern District. Recreation people should be requested to check recreation as their first choice of interest on membership application. Vice-President should write an operational grant for $200.00.

We need writers to submit articles for publication. We must know who are the Vice-President for Recreation in States. Those people are our linkage from state to national office. It is important for state officers to attend the state officers' workshop one day prior to the district convention. We should continue to co-sponsor programs with other divisions.

There was a discussion of forming committees such as newsletter, curriculum, etc., to gather materials for publication. There is need to improve articulation between junior colleges and senior colleges concerning transfers from junior to senior college.

Mr. Seymour expressed his appreciation for what Southern District has done for him. Ron Hyatt expressed feeling of recreation people in their appreciation to Mr. Clifford Seymour for his contributions and dedication during the past.

HEALTH AND RECREATION AS ALLIES IN MEETING THE VALUE CRISIS OF MODERN MAN

PRESIDER: Larry Lewiski, Gadsden State Junior College, Gadsden, Alabama
RECORDER: Ronald Hyatt, Past Vice-President, Recreation Division, SDAAHPER, University of North Carolina, Chapel Hill, North Carolina
SPEAKER: W. P. "Pat" Buckner, Jr., University of Houston, Houston, Texas

According to the renowned critic John Dewey we are living in a confused and divided society. As a consequence, we are pulled in opposite directions. Further, we have not as yet developed a philosophy that is modern in other than a historical sense. We do not have a single institution in our new fashioned society that is not intermixed with obverse elements. For example, Dewey considers the division between methods and conclusions in natural sciences and those prevailing in morals and religion a very serious matter. He concludes that society is not unified in its most important concerns. In the final analysis, the measure of culture is the extent to which the method of cooperative intelligence replaces the method of brute conflict.[11]

Culture is also something personal, it involves refinement with respect to appreciation of a broad spectrum of ideas and human interests. It is fundamental to the development of the capacity for constantly expanding the range and accuracy of one's perception of meanings. Culture is a state of intermeshing of many components, i.e. law, politics, commerce, science, the arts of expression and communication, folkways and mores and value assessment. On one hand, each culture has its own particularity, and on the other, each has a configuration that binds its parts together.[11]

Now let me explain to you how all of the forementioned rhetoric relates to the present topic: Health and Recreation as Allies in Meeting the Value Crisis of Modern Man. In health as in recreation we are continuously analyzing and evaluating the general concepts used by humankind to justify and to criticize the fundamental conditions under which we live; additionally, we are seeking ways to assist each individual to attain his/her full human potential. In other words, professionals in each discipline are formulating their social philosophy by making value assessments concerning the many groups, factions, classes, activities and events in our society.

Values tend to become distorted at the intercultural level. What is considered acceptable in one society may be objectionable or incomprehensible in another.[11] The problems we experience with interdisciplinary approaches in education are similar. It is difficult for teachers to adopt a flexible frame of reference and an attitude of suspended judgement in dealing with this circumstance. Since it is difficult to beg and/or borrow a culture without betraying both it and ourselves—then it is incumbent on us to produce one of our own. Accordingly, let us now proceed to look at problems relating to both recreation and health. In so doing I am certain that we will find that our paths often will intermix, overlap, run parallel routes and in some instances embrace objectives that are congruent as we face the various value crises of modern man. This should give us insight with respect to the directions and formulae we should pursue in developing a cooperative approach to meeting some of these crises.

Complexities of Contemporary Living

As has been previously mentioned, we live today in the most sophisticated, yet equally as certain, the most confused society of scholars ever to inhabit the earth. In the sophistication of accumulated knowledge, we are richer than any generation the world has every produced. The scientific revolution alone of the past three decades has increased our knowledge of the physical world more than a hundred earlier years had perceived. In fact, so numerous have been the new discoveries and vast has been the proliferation of ideas and the evolvement of new concepts, that the number of our citizens who can understand even a portion of them is becoming smaller and smaller. This illustrates the alarming fact that each of us is becoming more and more illiterate with every day.

The major question of the moment is the confusion of learned men and women in the midst of all of the proliferation of knowledge. Why is it so difficult to develop a commonality of values?

Why should humankind's enthralling discontent with ignorance of his habitat create problems for humanity? If, as we have often been taught to believe the expansion of men's knowledge, connotes proportionately, the betterment of human life, why the spiritual depression of humankind in this hour? What have we improved in human welfare? Is it merely the possession of things? And what are the mere things worth when serenity, hope and love within the human family have sunk to a low and depressing level? Have the complexities of contemporary living dehumanized us? Does our education need sharp reshaping? Have we really put first things first in our sincere efforts to seek and find? Our answers to these questions certainly concern valuing and are at the very core and essence of the future of the human race.

The Search For Values in our New Culture

The editor of the textbook *Health and Human Values* contends that it is no longer the plague nor death due to a highly dangerous pathogen that carries us off in droves. Moreover, the diseases that plague us in our newfashioned society are those originating in or associated with the mind.[5]

Today's populace is troubled with critical problems relating to death and disease resulting from maladies such as cardiovascular disorders, suicide, alcoholism and cancer. In addition, automobile accidents are the greatest killers of the total population. It is important to note that each of the forementioned problems can be attributed, in part, to mental and emotional stress.

We suffer today from chronic tensions, anxieties and fears. We worry about getting a mate, then worry about keeping said mate. We are fearful that we will fail in school or on the job that we fear we will never get. We are anxious about our dress, our physical appearance, the condition of our homes, our mode of transportation, our politics, our philosophy with respect to certain critical issues and our conversation at a cocktail party. If one is black he is afraid of whites, conversely, whites are afraid of blacks; browns and yellows are afraid of blacks and whites; and moreover, regardless of our pigmentation we are all fearful of homosexuals, communists, atheists and dying.

These aforementioned fears are perpetuated in society by our various institutions. For example, some Madison Avenue zealots persuade us to believe that we need hormone creams, vitamin E, weight reducing girdles for men, living bras, various barbituates, solid state stereos or television sets and landau roof sport cars. In addition, our educational institutions have abdicated their responsibility for the development of human potential and now have as their purpose the maintenance of the status quo. Many of us value security and stability and resist change because we fear the unknown. Further, we attempt to perpetuate these cherished values though they may be nonsensical (especially to the young) in our newfashioned society. The attention given by the mass media to nostalgia programming supports the above contention. Television's Happy Days, LaVerne and Shirley and the Great Moments in the Movies relating to the 1940's and 1950's did not just happen, contrariwise, these inanities have been carefully nurtured. Somehow we must conquer our fear of change since alteration in the universe is continuous. One never steps in the same stream twice, moreover, it may be that one never steps in the same stream even once.

Our new technology has brought us to a new peak of productivity, accordingly, one hour of work today will in some cases produce as much as one hundred hours of work would have produced two or three centuries ago. People today are demanding more things, so the production of food, clothing, appliances, and such like, has increased. Another outgrowth of this new technology has been the increase in leisure hours for the average person. In fact, some institutions are experimenting with four to six hour work days or with a four day work week.

Furthermore, modern science has contributed to the possibility of increased earning power, higher standard of living, longer life expectancy, and greater and faster mobility via the Concorde. Though science gives us knowledge it is our philosophy that determines how we will use it. As a consequence, humankind is paying a great price for this new enlightenment which is characterized by nuclear and jet-set living, emotional disturbances, cardiovascular disorders, peptic ulcers, accidents of all kinds, cold and hot wars, and environmental upsets.

In an effort to cope with the foregoing, we resort to various mood modifers including alcohol, marijuana and cocaine. Many people become "hooked" on and or introduced to the above pacifiers via house parties, holiday celebrations, beach outings, picnics and homecoming events masking under the disguise of recreational activities. Our coping efforts are both influenced and sanctioned by mass media (particularly television and popular magazines) which prompt us to believe that our lives must be orchestrated in the manner they prescribe through the use of commercials, photographs, movies and suds operas.

As has been previously mentioned, these new advances in the technological sciences have contributed to stress and anxiety among vast numbers of our population. New advances must be made in the health sciences to cope with problems resulting from depression, recession, technological unemployment, insecurity, lack of opportunity and increased free time. In no case, should this enforced free time because of insufficient skills or lack of opportunity be considered leisure time.

With the technological emancipation and new leisure, the critical question becomes one of how will humankind develop their other potentials. According to "Peanuts" in the comic strips, having potential is a very dangerous thing. Perhaps striving to realize ones potential presents dangers for humankind as well. For example, ones leisure can be used for self development or, contrariwise, for self-destruction. It is important, therefore, that leaders in recreation and health work in concert to develop programs and other avenues that will influence people in the art of becoming interested in cultivating their better selves. The preceeding statement illustrates my earlier contention that it may be incumbent upon us to produce a culture of our own in order to achieve the desired results.

Problem Solving in Our New Culture: The Role of Recreation and Health

The New Metropolis. The composition of our cities has changed considerably. The cities tend to be a mecca for the very rich and the very poor. The percentage of racial minorities has increased and moreover, Atlanta, Newark, New Orleans, and Gary have black mayors. Problems relating to inner city, welfare, housing, family instability, mass transportation and environmental sanitation are critical.[10]

Services provided by recreation and park agencies play a vital role in helping to orchestrate constructive leisure activities among the various interest groups within the community. This includes the young, the old, the handicapped and those entrapped in poverty. Recreation must provide creative leadership and serve as a unifying force for all interests in the community. Public health and welfare agencies, housing authorities, mental health institutes, consumer agencies and family counseling services must address themselves to problems engendered by the stress and anxiety indigenous to urban settings.

Economic concerns and preservation of human and environmental life in our new culture. State and federal agencies have been instrumental in the development of recreational resources for the indigent and for those living in remote areas. For example, a federal grant awarded to Prairie View A&M University, in Texas, assisted recreation and health leaders in the organization and development of rural recreation and health programs in several counties. The program includes mobile recreation units including portable swimming pools and fun wagons, mobile family planning clinics, sickle cell testing stations; and consumer self help workshops. This is another excellent example of recreation and health professionals cooperating to enhance the quality of life for those who have been so long deprived. Another example of cooperation between recreation and health leadership concerns the conservation of natural resources. The Bureau of Outdoor Recreation and Environmental Health Agencies have for sometime worked effectively to protect our natural resources. Their work along with the Army Corps of Engineers, The Department of Interior and Agriculture and the National Space and Areonautic Administration have at least for the present, postponed Rachel Carson's "Fable for Tomorrow" in which she predicted a silent spring.[1]

The amount of money Americans spend on cultural pursuits has increased substantially. For example, our expenditures for spectator sports alone in 1970 had increased sixfold since the 1950's. In 1969 it was estimated that at least $60 billion was spent on leisure pursuits. The foregoing amount almost equaled the budget for national defense during this same year. In 1970 we were spending more than $120 million in concerts and in the legitimate theater, and in excess of $1.6 billion in the radio and television businesses. A more current index of our recreation expenditures is afforded by the movie "Star Wars" which to date has grossed more than $190 million. Expenditures for "Close Encounters of the Third Kind" may equal or exceed this enormous figure.[8]

From a health educator's view, the most impressive figure generated concerns the millions of people who go camping, bowling, fishing, hunting, backpacking, golfing and such like. They are in the trenches where the action is, and for the most part, that is the way it should be.

The cost of health care for Americans has also increased appreciably with the rate doubling that of the overall cost of living. In 1974 approximately $94 billion was spent on medical care. It is estimated that by 1980 the annual cost will be in excess of $180 billion.[12]

Health care professionals face many problems similar to those in recreation in as much as they find themselves less able to meet the needs of our citizens. The health services provided for the indigent are still inadequate; additionally, we find even the middle class unable to afford comprehensive medical care. Health care for the aged, the physically and mentally handicapped and the chronically ill continue to be serious concerns. We have met some of these problems through governmental programs (medicare and medicaid), expanded insurance coverages and the establishment of Health Maintenance Organizations; nonetheless, the solutions to others have not been ascertained.[12]

In our new culture the professional goals of leaders in recreation and in health are identical with reference to the enhancement of the quality of life through the nurturing of physical, mental, social and spiritual growth. If we accept the contention that health is a relative quality and that everyone is healthy to a specified degree; then it is essential that we provide professional services for all including those who are indigent, elderly, chronically ill, handicapped, convalescing, and for those who are dying.

Psychological Dimension of Recreation and Health

What constitutes good mental health in a given culture, and what is considered desirable and acceptable is determined by the prevailing folkways and mores of that culture. Kenneth Keniston contends that academic pressures have mounted in our new fashioned society and moreover, these pressures have become more and more cognitive. College admissions committees place a high premium on abstract reasoning ability and communicative skills. Intellectual and cognitive abilities are given kudos, and colleges discourage emotionally affective, unintellectual behavior. If and when cognitive competencies are attained the student remains befuddled because the really vital questions remain unanswered: Questions such as Who am I, What is life all about, Where have I been, Where am I going, What is really important, What do I stand for, What is valueless.[13]

"Stimulus flooding" is the second pressure discussed by Keniston and has to do with the sheer quantity, variety and intensity of external stimulation, envisioning, and excitation one is exposed to in our very complex society. Moreover, when individuals are overcome by external stimulation and internal feelings they become psychologically "numb" and unfeeling.[13]

Health scientists and psychologists have stressed the importance of developing positive self-concepts and the importance of developing self-esteem or inner insurance as essential to achieving positive mental health.[12]

Recreation has been increasingly recognized as an important tool, not only in the prevention of illness but also in the total process of rehabilitation of mentally ill patients. In addition, recreation affords an opportunity for all persons to achieve a healthy balance between work and play. It provides a change of pace from daily routine, accordingly, one is given an opportunity to relax or to pursue creative interests.[7] In a society where people are greatly alienated and isolated recreation creates a social environment conducive to the development of meaningful and supportive social relationships with others.

Social Dimensions of Health and Recreation

Psychologists, psychiatrists, sociologists and social workers now realize that in addition to keeping up with developments in their respective fields, an important adjunct to the acquisition of professional competence is through the medium of group experiences. These foregoing professionals have initiated the interest and support in "Growth Centers" and are greatly responsible for the Human Potentialities Movement.[5] Growth Centers such as Esalen in California, Oasis in Chicago and Aureon Institute in New York provide experiences which, hopefully, will enable the individual to find meaning in life, achieve self fulfillment and realize his/her full potential. It is felt that the group environment is one of the best settings for achieving growth. Advocates of these centers believe that research, experiences and activities in these surroundings can be useful in creating a society devoted to the development of essential human capacities for love, happiness, creativity and spiritual well-being.

Recreation serves as a unifying force which can assist in promoting the viability and cohesion of social groups. Through recreation a person has an opportunity to experience a number of intimate modes of social behavior in group vicinages. Recreation serves as the medium in which contemporary groups are able to replace older primary groups that may have been changed or destroyed by the mass exit to the suburbs.

Recreation also affords one the opportunity to do the following: (1) identify with others in peer group settings, (2) provision for establishing meaningful relationships with several persons, (3) freedom to be an individual, to be creative and to express one's differentness without diffidence, (4) freedom to choose friends, activities and experiences, (5) to be independent and dependent when necessary and freedom to look toward the development of one's full potential, (6) provides a wholesome means of sublimation as compensation for frustrations and failure experienced in other areas, (7) satisfied psychic needs for activity, achievement, belonging and recognition, (8) provides an individual the resources for effective adjustment to solitude, and (9) develops an attitude of give and take, fair play, loyalty and cooperation and other social values.

Physical Dimensions of Health and Recreation

In our modern society we have been persuaded to ride rather than walk, to use automation instead of manual operating machinery and to boast about acquiring a job where little physical effort is needed. In our homes we are mesmerized by "terriblevision" (TV) therefore, we sit and watch while others walk, run and exercise. Moreover, "terriblevision" programming even comes with laugh tracks making it unnecessary for us to use any of our facial muscles to connote our approval or amusement.

Nevertheless, Americans have recently been engaged in a "crusade" for fitness. There seems to be great interest in both attaining and maintaining fitness. Through sports, contests, dance, gymnastics, outdoor education activities and such like, one is able to gain or improve neuromuscular skill and also enhance strength, speed, agility and endurance.[7] In deed, a wide range of physical acitivity will not only enhance physical development and organic health, but will also enhance mental health and emotional well-being. Further, there appears to be a relationship between common sense and muscle sense because every movement and position of the body and every tension in muscles, tendons and joints contribute to the composition of concepts and ideas.[8]

Recreation and health can join forces in the promotion of physical activities for all citizens. Developmental needs of children can be met by supporting physical activities which are challenging and promote strength, vitality, and grace and by nurturing experiences to increase understanding, appreciation and responsible enjoyment of heterosexual recreational relationships.

On the other hand, the primary needs of young adults are for strenuous and yet relaxing activities that will invigorate and maintain muscle tone and organic functions. Mildly rigorous activities that are both vivifying and relaxing can be sponsored for middle aged adults. Finally, appropriate acitivities can be developed to meet the special needs of the elderly. Programs for the elderly should include socializing activities that will help alleviate the feeling of boredom and sense of uselessness common at this age.

Health and recreation professionals must seriously consider fulfilling their respective roles with regard to the foregoing issues if a humanistic society is to be realized. Creating a benevelent surrounding is essential to the fostering of human potential. This speaker rejects the philosophy perpetuated by sociologists who believe that social organization can be explained largely in terms of evolution, natural selection and heredity.[4] Furthermore, they contend that a structuralist sociobiology could facilitate the development of a profile for maximizing human happiness. It is their belief, moreover, that human happiness is not just a matter of playing on simple devices of pleasure and pain housed in the crevasse of the emotional centers of the brain, but contrarily, it is a matter of playing on more structured intricate centers of emotive response. Though much of our behavior is governed by our emotional centers, these centers do not govern all of it. The missing ingredient is human self-determination that enables many of us to realize our aims, goals and ambitions. As professionals we must be determined both individually and collectively to confront and address ourselves to the critical issues of the day.

Now Don't Try to Reason With Me

And this brings me, colleagues, to a matter close to the heart's core of what this speaker is all about, and a matter which weighs heavily upon the hearts of all of us. I am severely troubled about our domestic scene—about sexism, racism and man's inhumanity to man. We have become involved in a blight of prejudices that is infecting our entire country like the worst plague of viruses, a plague that endangers, more seriously than ever before in our history, the noble concept of one nation indivisable, dedicated to the principle of liberty and justice for all. In our non-allegiance to real, basic and humanistic excellence, we have too long postponed putting into reality our spiritual and scholarly convictions embodied in that noble concept. It has taken the revolt of our youth, the disruption of our educational processes, riots, marches and even bloodshed, for us to realize that we must dispense with "business as usual" and recognize the call to real humanistic excellence.

Our youth (particularly minority youth) is crying out to the multitude "I want to be Me, and I shall fight for the right and freedom to be me!" Several years ago Sammy Davis, Jr. passionately conveyed it in song. "I just gotta be Me!" Again, for all of us gathered here, I want to say that this "I want to be Me" syndrome is no insignificant yearning, and we have no quarrel at all with this affirmation. I firmly believe that properly explored and executed, this resolve could be harbinger of the greatest emancipation bestowed upon youth during this century. Hopefully, this will afford them the long awaited opportunity to develop their potential. "I want to be Me;" "I gotta be Me," both could represent a peculiarly noble ideal and awakening for a youth that has seen, endured, suffered and somehow survived, racism, sexism and numerous other social maladies depicting humankind's inhumanity to humankind.

But the most crucial matter for us in this new and noble resolution is the way we shall answer the *One Big Question:* "What is Me?" Or to put it in a grammatical setting more befitting your stature as *scholars*, "What do I resolve that the term *Me* connotes for the rest of Humanity? *Who am I* and *What am I anyway? Who should I be* as a result of the enlightenment of my experience? Do I satisfy my yearning and my determination to be Me by, for example, merely by displaying a "natural" hairdo and criticizing those who do not conform to this style? Do I realize and attain the self-hood of Me by withdrawing from all others except those who are black like Me? In a world which jet propulsion is constantly making so small that appalling intimacies are being created between peoples of all kinds, can I be Me by isolating myself from professionals representing other disciplines. Will I continue to guard my parent field? What can I derive from other disciplines that is of use in my life? What relationships do I find satisfying? How will I manage my soul in ways that satisfy Me and satisfy the people that I interact with. What do I do in a new-fashioned society to help me function as a constructive and productive member of that society?

There are many in our profession who are dissident, unsatisfied and confused. Will we work cooperatively with the determination of humanistic love and humanistic excellence and convince them of what they *can be* and *should be*, and that we pledge our love and sacred honor in joining them to realize that goal? The pursuit of excellence is not only our greatest weapon, but the most protective armour that we can don to safeguard our selfrespect, and to find our real identity, forged and refined in the firey furnace of history.

For all of us, Ladies and Gentlemen, forming a new culture and working in concert will not be accomplished without great difficulty. But I feel we are in deep trouble if we fail to take the first step in this direction. With compassion, love and determination, however, we must climb the hill to human excellence, for that is our sacred duty as scholars. Finally, Donald Adams* gives us comfort and a command worth pondering as we travel our highway with "Unrelenting Pursuit of Excellence" and search for our new culture:

"Deep in the intricate country of the mind
I took a twisting path that led me
Stumbling to a wind-wracked hill.
Those thickets, briery, tough to break,
And swampy, sometimes, underfoot—
Were well behind now, lost to sight,
And at the moment, lost to mind.
The hill I'd reached was high enough—
To look on distance that dropped away,
Fold upon Fold.
Melting, far to westward, into a dim horizon,
They beckoned.
And my feet so heavy as I had begun
To Climb the hill,
Were now uplifted to lighter pace.
What land is this, I asked, in taking breath.
What lies beyond that seventh fold?
Take heart, I told myself; go farther on."

Colleagues in health and recreation:
Take heart; go farther on!

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I.M.—ITS LEISURE VALUES

PRESIDER: Ronald Hyatt, Past Vice-President, Recreation Division, SDAAHPER, University of North Carolina, Chapel Hill, North Carolina
RECORDER: Evans Brown, Winthrop College, Rock Hill, South Carolina
SPEAKER: Ed Shields, University of North Carolina, Chapel Hill, North Carolina

When I was asked to address you with respect to this particular topic I had to ask of myself, what does this topic mean? The term intramurals presented no problem, any undergraduate major in physical education would most likely come forth with the traditional definition of intramurals as those activities conducted within a particular institution and in which all participants are members of that institution. Although we must keep in mind that in recent years that definition has been broadened by several authors. Leisure essentially refers to "free time," time when one does not have to perform tasks normally associated with making a living, or in the case of a school or college student, getting an education. Values is perhaps the most difficult term, and as a topic is something with which all educators have grappled at one time or another. Even the term "value" means different things to different people. It is a subject discussed and in which research has been conducted in many disciplines. Final answers have yet to be found. Values have been defined as "those elements that show how a person has decided to use his life." Values can be of many kinds, biophysical, monetary, real estate, etc. Basically we value something because it has either intrinsic or extrinsic worth. Values are relative with respect to strength. If an individual strongly values something, he places it high on a priority list of things he wishes to have or activities in which he wishes to engage. Values are not directly measurable, but must be inferred from what a person says or does. They are intangible entities governing human behavior and they may be consciously conceived or unconsciously held.

To what then, does the title "Intramurals: Its Leisure Values" refer? I have interpreted it as referring to the contribution of intramurals to the development of values pertaining to the constructive use of leisure time. With this interpretation in mind, perhaps we should look briefly at stated purposes or objectives of participation in intramural activities. In other words, what do we say we are trying to do. Mueller (1971) has stated that "the purpose of intramural programs is very simply and fundamentally to provide human beings with experiences that will assist them in achieving a better state of being. All of these experiences should be directed toward the individual's total development: physical, social, emotional, spiritual, and intellectual. Intramural participation provides opportunities for individuals to act in and react to sports experiences which will help them achieve purposeful living. The experience reactions enable them to discover goals, to relate to other people in their environment, and to become more fully aware of themselves and their design."

More recently, Hyatt (1977) has examined intramural objectives as expressed by various writers in the field. Objectives which included the following: recreation, social contact, mental and emotional health, physical fitness, group loyalty, carry-over interest, worthwhile use of leisure time, success-and-failure experience, better health, varsity development, scholarship, development of ethics and values, recreation and sports skill development, appreciation of physical activity, and academic achievement.

Kleindienst and Weston (1964) have suggested that objectives of the intramural program may be developed under several areas of consideration such as: recreation, physical education, mental and emotional health, social development, ethics and values, sports interest and appreciations, recreation skills, and appreciation of physical activity.

Certainly this is an impressive listing of objectives, one which does include specific mention of value development and also implies value development in many areas. These objectives, voiced by professionals in intramurals, are congruent with those of professional recreators outside the intramural arena and objectives of recreation certainly would be considered applicable to intramural and campus recreation programs. For example, Kraus (1971) in a discussion of recreation and human values mentions such value areas as physical growth and development, emotional aspects, social values, and intellectual growth. In another publication, Kraus (1969) includes psychological, physical, and social values in a discussion of personal values in recreation.

Carlson, Deppe, and MacLean (1972) include in their discussion of personal values of recreation, physical well-being, mental-emotional health, intellectual development, ability to organize and carry responsibility, character development, social adjustment, aesthetic and spiritual values, social integration, chance for adventure, identity, commitment and a "piece of the action," and self-realization.

Values to society of recreation are also discussed by Carlson, Deppe, and MacLean (1972) and include community attractiveness, civic spirit, education for democracy, safety, and economy.

Meyer and Brightbill (1964) see recreation as having a direct influence upon those factors which create personality; for example, happiness, satisfaction, balanced growth, creativeness, competition, character, mental capacity and learning, freedom, physical condition, social condition, attitude, and emotional stability.

Surely, if as intramural and/or campus recreation directors, we can administer programs which will see the fulfillment of all of these objectives we will be successful beyond any stretch of the imagination.

In that several objectives of recreation and intramurals are quite lofty ones, perhaps we should ask, are these realistic goals, objectives, or purposes? Or better yet, what kind of program would be necessary in order to achieve all of these or selected goals? A debate with respect to the realistic question would certainly keep us here well past the appointed time for adjournment and even into the night. In an attempt to keep within the boundaries defined by the topic "Intramurals: It's Leisure Values" let's take a closer look at what type program is necessary for value development.

Raths, Harmin, and Simon (1966) have identified seven criteria which must be satisfied in order for something to be called a value. These are 1) *choosing freely*, 2) choosing *from among alternatives*, 3) choosing *after thoughtful consideration of the consequences of each alternative*, 4) *prizing and cherishing*, 5) *affirming*, 6) *acting upon choices*, and 7) *repeating*. Raths (1966) summaries the seven criteria by saying that values are based upon three processes: *choosing*, which includes the first 3 of the seven criteria; *prizing*, which includes the 4th and 5th criteria; and *action*, which includes the last two of the seven criteria. Raths (1966) suggests that these processes collectively define valuing, and results of the valuing process are values.

Might these criteria and processes be applied to intramurals? First, let us examine the criteria of choosing freely. Surely if something is to be a stable force under all circumstances in determining behavior for an individual, it must be the result of free choice. Coercion can produce certain types of behavior; however, remove the coercion, and more than likely the behavior will change. Values must be the result of choosing freely.

How does this apply to intramurals? One definition of recreation is activity in which people engage voluntarily. Obviously, there must be no coercion to take place in intramural activities. However, at times coercion may creep in unnoticed. At UNC-CH, we have had a point system which allows us to determine an overall champion for the year in each division. My assistant intramural director had an interesting question posed to him last spring when a freshman walked into his office and inquired "Do I *have* to play softball?" Of course my assistant director promptly asked, "What do you mean *have* to play softball?" The student related a story of obvious coercion on the part of the intramural manager in that particular residence hall; the reason, entrance points for team entries in order to hopefully win the residence hall point championship. Quite obviously, the criterion for choosing freely did not exist for that student. This need *not* be the case.

Choosing from among alternatives, the second criterion, implies that a choice is possible. All of us are familiar with requirements, from our own experiences as a student and perhaps also in the role of student advisors. Obviously alternatives may not exist with respect to certain college or university requirements, although we have seen some move away from "rigid" requirements. There seems to be no real problem here with respect to intramurals in that intramural activities are leisure activities and the student basically has two types of choices. First of all, there are numerous other things, beside intramural activities, that any student might do in his leisure. On any college campus and in any college town alternatives are available and intramurals are, contrary to what many of us would like to think, not necessary for our very existence. The point is, there is a choice. Secondly, within any intramural program having a wide variety of activities and which attempts to meet the needs of a diverse student population, many alternatives are available, not only with respect to activities, but types and levels of competition within the intramural program.

The third criterion, choosing after thoughtful consideration of the consequences of each alternative, seems somewhat difficult to deal with. Values emerge only from an understanding and thoughtful weighing of the possible consequences of alternatives. Impulsive and/or thoughtless choices are *not* conducive to value formation. How might intramurals meet this requirement? Is it possible to assist the student in thoughtfully considering intramurals as a viable alternative? Can we assist the student in choosing from among our many activities? By and through proper and ample publication of what the intramural program at your institution has to offer, specifically and generally, the student is supplied with the information he needs to thoughtfully consider or to choose activities which will meet his needs. If he is unaware of the opportunities for need fulfillment in intramurals, chances are good that he will *not* seriously consider it. Only if he is cognizant of the opportunities in intramurals can he thoughtfully weigh intramural activities against other activities.

The fourth criterion is prizing and cherishing. Obviously something highly valued is prized and cherished. It makes us happy and we hold it dear. We are glad we chose that alternative. Values flow freely from choices we are glad that we made. A choice may be made both freely and thoughtfully, yet be a choice with which we are not happy or satisfied. We may have had to choose the lesser of two evils. Intramurals need not be the lesser of two evils. It can be a very positive experience which is capable of standing by itself, and a high quality experience is something remembered by all. A properly administered and conducted intramural program, sensitive to the needs of the people it serves, is required to produce quality experiences.

When asked about his intramural experiences, will an intramural participant enthusiastically support the program and speak positively of his participation? If he does, he affirms his choice. He is proud of that choice. He sees it as being very worthwhile and is willing to publicly affirm that choice. If he does this, he has met criterion #5. As with criterion #4, a high quality experience which has met a human need or needs will be remembered, prized, and cherished by all and there will be no hesitation in affirming the choice of intramural activities.

Acting upon choices, the sixth criterion, seems a logical next step in the progression if the first 5 criteria are met. When we possess a true value, it affects our lives. A value gives direction to actual living. An individual who talks about something but never does anything about it is dealing with something other than a value. Do students at your institution budget their time and energy for intramural participation, if so, they possess a positive value with respect to your program and their participation in it. I dare say that if the 1st 5 criteria have been met, criterion #6 is almost certain to be met when the student, faced with comparable choices of which one is intramurals, chooses what he hopefully values highly—the recreational benefits of intramurals.

The final criterion, repeating, is perhaps the ultimate in prima faca evidence of a value. When something has become a true value, it is very likely to reappear or recur repeatedly in the form of certain behaviors in the life of an individual. Values are persistent. Do students, once having tasted intramural activity, return for more? Do they become regular participants in one or more parts of your program? If the answer is yes, value formation has taken place. I don't think anyone would contest the notion that intramural experiences are highly valued, and a true part of an individual's value system, if program participants who, after having chosen freely from among alternatives, and thoughtful consideration of the consequences of each alternative, choose intramurals as their leisure activity, prize and cherish that choice enough to publicly affirm their choice, and when faced with similar choices repeatedly choose intramural participation.

I previously mentioned many and often quite ambitious and idealistic purposes and goals of intramurals. I do not propose to debate whether or not all or part of these goals are realistic. However, I do feel that we cannot be all things to all people. Surely it is better to rein in our ambitions such that it becomes reasonably sure that we can realize selected goals and purposes rather than set our sights so high that we hardly progress toward the realization of any goals and purposes.

However, if one of our purposes or goals is the development of values relative to the constructive use of leisure time, then we must plan such that the opportunities for such value development are maximized. If leisure time is going to be an increasingly dominant phase of life, as we are frequently told, the need for value development in the area of recreation becomes more vital each day. All forms of physical recreation become more important as a leisure activity as our society becomes more automated.

The aim of education is to develop each individual to his/her maximum potential. The "American people have charged the schools to foster that development of individual capacities which will enable each human being to become the best person he is capable of becoming." (Kleindienst, 1964). All educators are familiar with the seven cardinal principles of education which as early as 1918, listed health and worthy use of leisure time as being a primary concern of education. This commitment was reiterated in 1938 when the Educational Policies Commission voiced its support of recreation in the schools. In 1961, this same commission stated that "Education assumes the responsibility for helping individuals to develop knowledge, understanding, and capacity to choose worthy leisure activities." We have two challenges, the development of recreational interest & skills in our students and the development of leisure values (Kleindienst, 1964).

Education may be formal or informal. Formal education is basically planned education. Informal education may take place unconsciously and often spontaneously. Direct learning experiences are possible in intramurals. A participant may very well learn a new skill in some sports activity. At the same time what might be labeled as indirect benefits may be realized, benefits in areas such as social development, relief from tensions and anxieties, and the development of an attitude of sportsmanship. The participant may incidentally discover that his physical fitness improved and that he simply feels better as a result of participation. As directors of Intramural and Campus Recreation Programs, we must attempt to deal with opportunities for direct, incidental, and indirect learnings and benefits. We must plan the experiences, control the environment, and provide the kind of leadership which will provide opportunities for positive learning and value development with respect to the constructive use of leisure time. If we do this we will not only achieve the goals and purposes of intramurals, but of education.

I would suggest some basic principles to assist us in realizing our purpose of developing sound and constructive leisure values based upon my previous discussion of Rath's seven criteria. First of all, there must be *no* coercion to participate in intramural activities. It must be completely voluntary. Secondly, a proper perspective of the activities and winning and losing must be maintained. Ideally, the environment should be one in which the values of participation are foremost, but not the exclusion of all else. Thirdly, a wide variety of activities must be available to appeal to a wide range of interests and needs. The ultimate aim would be to provide something for all and this is certainly an ideal for us to move toward. Practically speaking we may never quite reach that goal. However, we must base the program on human needs as much as possible. Fourth, in addition to a variety of activities, various levels of competition should be provided to meet the needs of relatively high-skilled, moderately-skilled, and low-skilled individuals. A completely "recreational" approach to an activity in which participation as opposed to competition is emphasized may very well destroy the recreational properties of the activity for certain individuals, yet, as mentioned previously, winning & losing must be kept in proper perspective. Fifth, a good, clearly presented publicity campaign must be constantly maintained in order that students know what intramurals are all about, so that they are able to make thoughtful choices among alternatives. Sixth, sound administrative procedures must be followed. A poorly run program will provide little opportunity for positive leisure value development.

If we follow these principles of administration, the likelihood that students will actually become involved in the valuing process of choosing, prizing and cherishing, and acting is greatly increased along with the likelihood that positive leisure values will be the end result. If this is the case, value development in intramurals will become a more "formal" process and intramurals may function as a form of recreational education. Will intramurals inculcate in individuals leisure values which will positively influence their future lives and enable them to become the best persons they are capable of becoming? This question must be answered using longitudinal methods. However we might speculate that the welfare of the coming generation may very well depend upon the youth of today developing worthy leisure values. Let's not assume that value formation is an "assured" result of participation. In the quest for "something for all" and increased participation, let's *not* sacrifice *quality* for *quantity*– let's *plan* for both!

OUTDOOR EDUCATION FOR SPECIAL EDUCATION

PRESIDER: Paul Kennedy, Rome City Schools, Rome, Georgia
RECORDER: Carl Hill, Louisiana State University, Baton Rouge, Louisiana
SPEAKER: Gwen Burton, Instructional Consultant, East Baton Rouge Parish School, Baton Rouge, Louisiana

Outdoor education for special education students was provided through a unique pooling of resources from educational, civic, social and youth serving agencies in the Baton Rouge, Louisiana, community, using ESEA, Tital IV funds to plan a curriculum, find a facility, provide staff, and predetermine methods of program evaluation.

The special education classroom teachers went to camp with their classes and particiapted in a curriculum led by a professional camp staff. The general objectives of the program were: citizenship, character and human relations, health and safety, understanding environment, use of leisure time, appreciation of beauty, effective thinking, basic skills, and successful family life. The curriculum used to reach the stated objectives consisted of: arts and crafts, nature study, camp craft, animal care, recreation, night hikes, skit preparation, and water safety.

Each group of students spent one week in a residential camp setting that provided structured group living in addition to the outdoor education curriculum. Highly significant gains in communicative skills and student-classroom teacher rapport were measured.

The presentation was highlighted by a slide presentation that depicted students involved in the curriculum activities in a scenic camp setting.

RECREATION—THE CHURCH EVALUATES

PRESIDER: Joe Cracraft, University of Southern Mississippi, Hattiesburg, Mississippi
RECORDER: Delores B. White, Henderson State University, Arkadelphia, Arkansas
SPEAKER: Rev. James A. Mitchell, Pastor—First Presbyterian Church, Malvern, Arkansas

I like this definition of recreation:

Recreation may be defined as an "engagement in those activities which give

> balance to life, provide meaningful relationships with others, promote opportunities for creative experiences, and enhance self-understanding."

Mr. Glen Bannerman and Mr. Robert Fakkema joined forces and wrote a book called *Guide for Recreation Leaders*. It is good. It has a bit of philosophy in it and a lot of how to do it. The church as it comes to recreation needs "how-to-do-it" books. Above all else, however, what the church needs in the area of recreation are the skills and expertise present in this room today and in this conference. I did not plan a sermon for today; but if this presentation borders on one, I make no apologies.

If I know anything about a calling, I know that you have been called to your profession as I have been to mine. Your calling has a challenge and opportunity and responsibility in this day which surpasses the imagination. We are living in an age where leisure and recreation are important words. This was not always so in the church. A man of leisure was lazy and recreation was not in the church curriculum. Since the 50's however, men like the two mentioned beforehand, Glenn Bannerman and Bob Fakkema, have offered workshops in recreation of the highest caliber. Glenn Bannerman is Professor of Christian Education at the Presbyterian School of Christian Education in Richmond, Virginia. Bob Fakkema is currently part-time Educational Recreational Consultant Resource Leader for Greenwood and Speedwell Churches in Reidsville, North Carolina. He is the founder of the Presbyterian Assembly-Wide Workshop in Recreation held in Montreat, North Carolina, each year.

Their philosophy of recreation underlines the benefits to the individual and the group. For the individual it:

1. Maintains a balance in life.
2. Is good just for fun.
3. Keeps fantasy and creativity alive.
4. Maintains openness to new ideas and new friendships.
5. Opens ways to possible vocations.
6. Opens ways to better understanding of self.
7. Offers a blending of all of life.

The book is listed on the bibliography which Mr. Bannerman supplied me for this hour. For the group recreation:

1. Enhances group spirit.
2. Helps an individual accept a meaningful role in the group.
3. Enhances group unity.
4. Frees for other experiences.
5. Is a safety valve to maintain group integrity.

These men have my vote when they say, "recreation and play become a festival and celebration of life where a person is free to express his real self and is renewed by the experience."

Recreation can be thought of as positive and negative, as one person may enjoy some type of recreation and another may be turned off by it. Recreation can become, as Thomas Laird Jones writes, "De-creation or wreck-reation." "In a negative way man can slam the gear of life into reverse and use his leisure time for destruction of self and others through dissipation and delinquency. A second choice for the use of leisure is to put the gear into neutral, to go to sleep mentally, 'in a looking-on process,' not doing much more than exist. This is seldom recreative. A third choice is to engage in activities which are positive, upbuilding, good for self and others, that is to use leisure in ways which are recreative—physically, mentally, emotionally, spiritually." (See *When Leisure is the Lord's*, Thomas Laird Jones, published by CLC Press, Richmond, Virginia, 1964—the one book I added to the bibliography. It may be out of print. This was a study book for youth.)

I spoke before of a challenge, an opportunity and a responsibility: A challenge because the field is wide open and needs pioneers and people willing to innovate. An opportunity because the days ahead forecast more leisure time, more recreation for all, and a responsibility because you do have and will have the future leaders in this field, and they are your students.

I am not a professional in the field of recreation as it relates to the church. I am a minister in a small Presbyterian church where on any given Sunday, I may have fewer worshippers than any of you have in class each weekday; but I have worked in many areas of recreation in the church and understand the necessity of joining classroom and church, educators of recreation and doers of recreation to provide the church with competent teachers. This is a plea. Church-related schools have leaders working in the area of recreation such as Glenn Bannerman mentioned above, but many churches near secular schools need leaders of your caliber. I am sure that in a group this size, some of you have found that the church does offer you an opportunity of using some of your leisure time in a positive way. I can see the church as a place to try out new ideas in the area of recreation. Groups from your classes visiting churches and leading them in workshops and recreation periods open up many opportunities.

A few summers ago a group from a college in Arkansas visited our church with a puppet show and with a workshop on puppets. It was a huge success for adults and children alike. I mention this as one example. You may know many more.

The church is engaged in recreation relating to youth, families, adults, senior citizens, exceptional children, disadvantaged children, singles and others. This recreation includes arts, crafts, drama, music, camping, socials, fellowship groups, sports, and others.

One great area of need of the expert teacher in the area of recreation is to work with rest home or retirement home recreation leaders. The need for innovation and skill to deal with all types of aged adults is apparent as one visits homes and finds time and time again that the recreation director is at wit's end to serve in a positive and creative way. The desire is found many times to do a good job, but the need for your expertise is apparent. If you have found this area of service, you know what I mean. If you have not found it, try it, you'll like it. Most of the folk in these positions are in dire need of your services.

No one person speaks for the whole church. Our Presbyterian denomination has been at work in the area of recreation for some time, but it needs the classroom teacher in its program more than ever before. The church, many times represented by the minister, is called on to pray at events and meetings, but is given little opportunity to share ideas and dreams. Your invitation to a church person to speak to you on the subject of church and recreation shows that a door is opened for further opportunity of cooperation and exchange of ideas in the area of leisure and recreation. I came with no pat answers to the whole area under consideration, but you have shown by your interest that new ideas are welcome in the area of education in recreation. I have hoped to stress that new ideas are needed in the area of church and recreation.

What Have We Said?

1. You are called to your profession.
2. This day and age offers to your profession wide-open opportunities.
3. The church needs your expertise.
4. Church personnel wish to engage in the planning and preparation of meetings as well as praying for them.
5. You have a challenge, an opportunity and a responsibility.
6. The church offers an area to try new ideas.
7. Community service near and around your school can be an opportunity to put some of your new ideas to work, i.e., rest homes.

Recreation: An engagement in those activities which give balance to life, provide meaningful relationships with others, promote opportunities for creative experiences and enhance self-understanding.

Material quoted from "Guide for Recreation Leaders," Glenn Bannerman and Robert Fakkema, John Knox Press, Atlanta, 1975. Used by permission.

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Glenn Bannerman

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NATIONAL RECREATION AND PARK MAGAZINE, Publications Center, National Recreation and Park Association, 1601 N. Kent Street, Arlington, Virginia 22209

LEADERSHIP OPPORTUNITIES

Presbyterian Church, U. S. RECREATION WORKSHOP, Montreat, N. C. Spring of the year. For information: see Glenn Bannerman

RECORD RESOURCE

FOLKRAFT, 10 Fenwick Ave., Newark New Jersey 07114
EDUCATIONAL ACTIVITIES, INC., P. O. Box 392, Freeport, N. Y. 11520

OTHER

"WHEN LEISURE IS THE LORD'S" CIC Press, Richmond, Virginia, 1964, Thomas Laird Jones

The last item on this page was added by Jim Mitchell. It may be out of print. A copy may be found in a local church library or at the Presbytery library or Synod library of resources. It is a study book directed to youth.

GENERAL DIVISION MEETINGS

A POTPOURRI OF PHYSICAL ACTIVITY

PRESIDER: Sharon Wynn, Baylor University, Waco, Texas
RECORDER: Ginger Chevallier, McNeese State University, Lake Charles, Louisiana
SPEAKER: Ghary Akers, State Department of Education, Montgomery, Alabama

This session was completely a participation session. Mr. Akers introduced different games in which students in elementary and secondary schools could participate. He explained the methods of making different types of games and demonstrated the purpose of these games.

ESTABLISHING AN OUTDOOR RECREATION COURSE IN THE JUNIOR COLLEGE: SAILING, SKIN AND SCUBA, AND CANOEING

PRESIDING: Roberta Stokes, Miami-Dade Community College, South, Miami, Florida
RECORDING: Maria B. Hornor, Miami-Dade Community College, South, Miami, Florida
OFFICERS ELECTED: Chairperson—Einda Nicholson; Chairperson-Elect—Lanna Pruitt; Secretary—Elaine Govigan

SPEAKER: Felicia West, Miami-Dade Community College, South, Miami, Florida
TOPIC: Sailing

The sailing program, as set up at MDCC-South, consists of the use of sailboats which are furnished under contract by a rental agency located at Coconut Grove, which is 12 miles from the campus. This program has been offered by our college for 15 years and has been very popular with the students. The student receives a physical education credit of 1 semester hour.

Under our contract with the sailboat agency, the student pays a special fee which is handled by our business office. The contract is let under a bid system with specifications. A copy of the specifications appears below. Since our classes are from 25 to 35 students, it is necessary to have a few skilled sailors as assistants during the first few sessions. The agency is required to carry liability insurance as indicated in the specifications.

Note also that the specifications require that the necessary safety equipment such as life jackets and cushions be furnished in each boat. In addition to this the students are required to pass a swimming test before taking the class.

The use of rental boats eliminates the necessity for the school to invest in the purchase of boats and also the need for the maintenance and storage of boats.

The size of our classes makes it necessary to organize very efficiently. Included are some of the forms which are used to do this. Also included is handout material used to supplement the textbook.

The course follows the American Red Cross Basic Sailing Course and students who successfully complete it receive an American Red Cross card.

Barry College in Miami also uses the same facility that we do and conducts similar classes.

Another successful program which is different from ours is offered by Broward Community College in Ft. Lauderdale. In this case the school uses a nearby lake which belongs to the county and has developed a program around this area. They charge no student fee and the boats are furnished by the college. At the present time they have eight Flying Juniors which are used in the program.

Broward Community College uses this facility also for canoeing and has a sailing team and sailing club, as well as intramural regattas. The area is open on the weekends for student use. A government grant has been received to be used in developing and landscaping the area for school use. Mr. Bill Metcalf is the instructor in charge of these activities and I am sure he would be glad to furnish any information on request.

Mrs. Neill Miller, who has the program at Barry College, made a tour of the United States last year and visited several areas which have sailing programs. A very interesting program was at Mission Bay Aquatic Center in San Diego, California.

OFF CAMPUS FACILITY—BOATING & SAILING, SOUTH CAMPUS SPECIFICATIONS

1. *Facilities:*
   a. Meeting room adjacent to the dock facility for classroom sessions.
   b. Adequate dock space for boats to provide safe and efficient class organization.
2. *Personnel:*
   a. A minimum of one qualified consultant and/or instructor-aide for each boat for the first three class meetings during Spring and Summer, and first five class meetings during Fall and Winter.

3. *Equipment:*
    a. A sufficient number of Hawk sailboats to accommodate 40 students with no more than four (4) to a boat.
    b. At least two (2) sunfish type sailboats for capsizing practice.
    c. Several larger boats to accommodate six (6) students to give experience in different types of boats.
    d. An anchor and paddle for each boat and a life-preserver cushion for each person in the boat. Ski belt type life-preservers to be used by students in sunfish class boat.
    e. At least one (1) power boat for use by instructor.
    f. Anchors and buoys to be used as markers to set up sailing courses.
    g. Sufficient boats available which may be used in practice of going aground.
    h. All equipment must be kept in good working condition.
4. In-service training should be available for Community College Instructors when needed.
5. The classes are to be racially integrated and all students given the same preference.
6. Location of facility close enough to Miami-Dade Community College, North, to require a minimum of transportation time.
7. The name of the college must not be used for the purpose of advertisement.
8. Successful vendor shall furnish a certificate of insurance showing ownership for the contract period of a comprehensive general liability policy in the amount of:
    $100,000.00 per person
    300,000.00 per accident

    Such policy shall have the endorsement with "Protection and Indemnity" and provide for coverage in "care, custody and control" and shall provide coverage for operation of all water craft.
9. *Payment:*
    Miami-Dade Community College will pay the vendor twice each semester. Payment will be made on the following basis:
    a. Vendor shall invoice Miami-Dade Community College directly for the exact number of students enrolled based upon the class enrollment after the college drop-add period (2 weeks after start of semester). Miami-Dade Community College will pay exactly one-half (1/2) of the total amount due.
    b. Vendor shall invoice Miami-Dade Community College for the exact number of students enrolled based upon class enrollment at the mid-semester point. Miami-Dade Community College will complete the payment due the vendor at this time.
10. Each class will meet once each week for a two (2) hour session during the Fall and Winter sessions and twice each week for a three hour session during the Spring and Summer sessions.
11. This contract will be for a period of one (1) year beginning at the contract date. The Miami-Dade Community College by mutual agreement may extend this contract for an additional one (1) year.

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BEGINNING SAILING

GENERAL DESCRIPTION

This course is designed to create an interest in sailing and to develop sufficient knowledge and skill to safely enjoy this sport as a recreational activity.

The course includes a combination of practical experiences and classroom discussions with the major emphasis on actual sailing experience. The class is conducted at Dinner Key, using the facilities of a rental agency and a classroom nearby.

PREREQUISITE

Before the first boating session each student must demonstrate the ability and physical stamina to swim for 10 minutes in a test given at the pool at Miami-Dade Community College South.

STUDENT PERFORMANCE OBJECTIVES

1. Demonstrate an interest in mastering the skills of sailing by:
    a. attending class regularly and promptly (no more than four hours of absences—more than four hours of absences may drop the final course grades one or more letter grades).
    b. attending class in the appropriate attire for participation.
2. Demonstrate the ability to:
    a. properly rig and secure a sailboat, using approved techniques of furling, knot tying and docking.
    b. understand and apply the basic principles of sailing by performing specific standard maneuvers, and safely and efficiently handling several types of sailboats from dock take off, into the bay, around a set course, anchoring and securing sails, rigging boat at anchor and returning to dock.
    c. identify, through the use of charts, safe areas for sailing and to navigate local areas of Biscayne Bay, complying with official "rules of the road."
    d. be aware of and interpret reports and indications of weather to the extent of making intelligent judgments concerning the advisability of venturing out of safe harbor with a sailboat.
    e. be aware of the safety equipment required in all situations, and the special precautions, including reefing, necessary to handle a sailboat in strong wind conditions.
    f. follow the proper procedure in case of man overboard, running aground and capsizing a boat.
    g. work cooperatively with others as a member of a sailing crew.
    h. understand the situations in which artificial respiration might be required and to be capable of effectively administering mouth-to-mouth resuscitation.
    i. use the proper terminology in identifying parts of a sailboat, types of boats, points of sailing and basic maneuvers.
3. Show an interest in improvement of skill by voluntarily participating in sailing activities whenever possible and watching such events on television, films, etc.

REQUIREMENTS FOR THE STUDENT

1. Textbook—*BASIC SAILING*—American Red Cross
2. Type of dress is that which is comfortable and safe on the boat.
3. Prompt and regular attendance (as in 1 under student performance objectives)

EVALUATION

1. Skills in boat handling	
2. Attendance and participation	—60%
3. Final written examination and quizzes	—40%

NOTE

Successful completion of the course with a minimum grade of "B" will qualify an individual to receive the American Red Cross Basic Sailing Certificate.

REMINDERS

1. Deadline for withdrawal with 100% refund: ________________
2. Deadline for individual course drop: ________________
3. Instructor's Office Hours: ________________
4. Room Number: ________________

SAILING
TEXTBOOK ASSIGNMENTS

Assignment No.		
1.	p. 1-4	History and boat types
2.	p. 14-20	Types of sails
		Theory of sailing
3.	p. 36-38	Required equipment
	p. 39-46	Boarding procedures
4.	p. 46-66	Points of sailing
5.	p. 23-36	Types of rigs
6.	p. 27-36	Rigging
7.	p. 21-23	Weather helm
		Sail plans
8.	p. 72-74	Rules of the road
9.	p. 70-71	Anchoring
10.	p. 77-78	Weather
11.	p. 66-70	Heavy weather sailing
12.	p. 79-98	Marlinspike (knots)
13.	p. 99-100	Safety and rescue
	p. 101-104	Man overboard
14.	p. 105-108	Artificial respiration
15.	p. 4-6	Sailboat classes
General:		
	p. 109	Terminology

SAILING
INSTRUCTOR'S CHECK LIST

SHORE SCHOOL
(to be covered in classroom when
weather prevents sailing)

1. Agendas
   Questionnaires
   Assignment list
   Theory of sailing
2. Knot tying
   a. figure eight
   b. reef
   c. slipped reef
   d. bowline
   e. half hitches
   f. rolling hitch
3. Types of rigging
4. Terminology
5. Rules of the road
6. Anchors and anchoring
7. Charts
8. Weather symbols & heavy weather sailing
9. Artificial Respiration
10. Tour marina area
11. Films
    a. "Basic Sailing"
    b. "Breath of Life"
12. Quizzes
13. Final Exam

EVALUATION SUGGESTIONS FOR PRACTICAL GRADE

1. Efficiency of sailing triangular course
2. Dock approaches
3. Mooring approaches
4. Rigging and securing
5. Anchoring
6. Man overboard procedure
7. Knot tying
8. Capsizing and righting windflite
9. Reefing

SEA SCHOOL

(to be covered in any order
which wind and weather dictate)

1. Rigging and securing
2. Reaches, come-about, jib
3. Dock take-off and approach
4. Triangular course
5. Running aground
6. Man overboard
7. Anchoring
8. Capsizing
9. Reefing

SAILING
TERMINOLOGY CHECK LIST

Check off as many of these items as you can. If you cannot find any of them, ask your boat instructor.

SAILS (Main & Jib)

1. Leech
2. Luff
3. Foot
4. Tack
5. Clew
6. Head
7. Headboard
8. Battens
9. Jib Snaps
10. Boltrope
11. Sail Slides

RUNNING RIGGING

1. Jib Halyard
2. Main Halyard
3. Outhaul
4. Downhaul
5. Main Sheet
6. Jib Sheet

STANDING RIGGING

1. Forestry
2. Backstay
3. Shrouds (upper & lower)
4. Spreaders

GENERAL FITTINGS

1. Gooseneck fitting
2. Cleat
3. Chock
4. Block
5. Winch
6. Shackle
7. Fair-lead
8. Track
9. Slotted Mast
10. Turnbuckle
11. Cleat
12. Cam cleat

SAFETY EQUIPMENT

1. Life Jackets
2. Life preserver cushion
3. Anchor
4. Boathook
5. Bilge Pump
6. Oar
7. Bailing Can
8. Sponge

GENERAL

1. Tell-tales
2. Bow
3. Stern
4. Port
5. Starboard
6. Boom
7. Mast
8. Keel
9. Deck
10. Cabin Top
11. Cuddy Cabin
12. Cockpit
13. Cockpit Coaming
14. Bilge
15. Rudder
16. Tiller
17. Transom
18. Porthole

BEGINNING SAILING CHECK LIST

Questions to ask in preparing to sail:

1. CHECK WIND DIRECTION!
2. How strong is the wind? Is reefing necessary?
3. Is proper gear aboard? (a life jacket for each person in the boat, one buoyant cushion for throwing, anchor and line, and oar or paddle.)
4. Which direction must the boat be turned to hoist the sails?
5. Which sail should be raised first?
6. CHECK LIST BEFORE CASTING OFF:
    a. Halyards secure and coiled
    b. Jib sheets rigged properly and free
    c. Main sheet free
    d. Topping lift free
    e. Rudder and tiller in place and secure
    f. Crew member at the tiller
    g. Crew member at the jib
    h In what direction should be the first tack? Which direction should the bow be cast off in leaving dock?

PREPARATION FOR DOCKING AND SECURING BOAT

1. Lower jib before you approach the dock.
2. Have a crew member on the bow to fend off at the dock.
3. Check wind direction.
4. Visualize the necessary approach to the dock.
5. If other traffic is approaching, make an additional tack to await your turn.
6. Judge the amount of "carry" for type of boat you are sailing.
7. After making dock approach:
    a. Secure bow line
    b. Secure topping lift and lower mainsail
    c. Put boat into proper slip
    d. Secure bow and stern lines
    e. Furl sails and secure boat.

CHECK YOUR OWN CARD ON PROCEDURES COVERED FOR THE DAY. CHECK ONLY THE ITEMS WHICH YOU PERSONALLY PERFORMED.

SPEAKER: Bill Washington, Auburn University, Auburn, Alabama
TOPIC: Skin and Scuba

Bill Washington discussed the importance of certified skin and scuba instructors in teaching this sport. If an individual has at least 100 hours of experience, the YMCA or NAUI (National Association of Underwater Instructors) can certify the individual as an instructor.

The mid-west YMCA, especially within the Chicago area, is very strong in certification. The AAHPER has a list of areas where certification can be obtained. Observe how safety conscious an individual is, the number of hours of experience he has, how he dives, and his water work. These are very important.

In teaching, present a brief history of scuba, procedures, water work, etc. There may be a problem in obtaining equipment but there are sources such as a local shop or an expert (may be contracted) who will furnish the equipment. The equipment may also be rented through contacting various agencies. Check on full insurance coverage before attempting to organize classes. Above all, be sure equipment is up to date and safe for use.

SPEAKER: Bertha Chrietzberg, Middle Tennessee State University, Murfreesboro, Tennessee
TOPIC: Canoeing—Basic River Canoeing Classes Guide for Teachers

Textbooks: *Basic Canoeing* by the American Red Cross
Basic River Canoeing by Robert McNair

It is suggested that the class meet at the pool for the first three sessions, and these three classes be held approximately 50 minutes instead of one hour and 40 minutes. The classes on the river may keep the students away from campus three to four hours. This should be made clear at the first class session. Students must pass a basic swimming skills test to be eligible. Otherwise, they are dropped from the course.

First Class Meeting:

1. Give swimming text.[1] Send students who fail test to HPERS office to drop-add. (instructor's recommendation). Explain about the time involved in the course. Actual river runs last approximately 1 1/2 hours, but shuttling cars, racking and unracking canoes, etc. takes additional time, up to four hours.
2. Give them the names of the textbooks. Explain your grading system[2] and emphasize the importance of attendance. Ask them to try to call in to the HPERS office or to the instructor when they cannot attend, so cars do not have to wait for them. (give phone numbers)
3. Explain the equipment furnished by the school and our procedure for river trips.
   a. A minimum of two student cars are needed in addition to the school car. Students pay approximately $3.00 for the semester. This is divided and paid to student drivers for each weekly trip.
   b. Show the types of paddles, name parts, and show how to select for size.
   c. Demonstrate how to put on a life jacket and show the safety release method of fastening. Swim and collar tow a buddy with jacket.
4. Explain and show equipment needed in addition to textbooks. All this should be available in the bookstore.
   a. Knee pads (give examples)
   b. Expedition paks (or improvised waterproof bags that can be tied in)
5. Assign reading from Red Cross Book on parts of the canoe, personal and canoe rescue, and paddle and basic strokes (pp.___ - ___) and from McNair's book on equipment (pp. 9-19).

Second Class Meeting

1. Explain and give examples of types of clothing that should be worn for river trips. Trips are not cancelled except for cold, wet and windy conditions, thunderstorms or floods. Class will

then meet in the pool classroom. Slides and films are available for these meetings. When weather is rainy and warm, trips will be made, so dress for these conditions. When in doubt, call the HPERS office before coming to class.

   a. Two pairs of socks, one of wool next to skin. (Wool socks should be available at bookstores.)
   b. Heavy type of shoe such as oxford.
   c. Long johns. Several layers of clothing, with wool layers. Wind breaker, gloves, and hat on outside.
   d. Extra clothing must be carried on river trips for quick changes should upsets occur. This can be carried in expedition paks (yellow plastic bags) or one can improvise with a plastic bag inside of a cloth or laundry bag.

2. Demonstrate and allow students to practice simple paddling strokes from the side of the pool.
3. Show canoes and name parts of canoe.
4. Practice swamping, hand paddling in swamped canoe. (Caution students against getting caught under canoe thwarts.)
5. Practice boarding and debarking of canoes.
6. Practice righting swamped canoe in shallow water.
7. Practice rescue of occupants and canoe by another canoe using "canoe over canoe" rescue.
8. Assign additional reading and studying of basic strokes. Announce lake trip for next meeting.

Third Class Meeting

1. Meet outside pool by stadium and parked canoe trailer, and proceed to small lake on the middle fork near Riverdale High School. Practice all basic strokes.
2. Test by using gates hung from highway bridge using English Gate Maneuvers.*
3. Teach them how to rack and unrack canoes on trailer.
4. Practice carrying canoes on land.
5. Practice exchanging places on the water, and paddling in bow and stern positions.

Fourth Class Meeting

Take class on an easy river run. Assign white water strokes in McNair's book for next meeting.

Fifth Class Meeting

If Lascassas Bridge Rapid is high enough, practice manuevering in rapids making several runs. Teach back paddling, eddy turns, peal-offs, ferrying techniques, etc.

Additional meetings:
Choose river runs of graduating difficulties dependent on depth of water, distances, and weather conditions.

1. Swimming tests
   a. Swim 6 lengths of the pool in reasonable form in a relaxed manner.
   b. Float or tread water for 10 minutes.
   c. Swim under water for 20 yards (deep end to ladder at shallow end)
   d. Jump in with life jacket, swim around, collar tow a partner, etc.
2. Suggested evaluation procedures

a.	Canoeing skills test	40 pts.
b.	Written tests over class and text material	20 pts.
c.	Attitude and attendance	20 pts.
d.	Subjective evaluation	20 pts.

*Keep individual student in mind. Mary start with good basic skills. Many have none.

*English gate maneuvers: (available on plasticized cards for use in each canoe)

1. Go through gate bow first
2. After clearing gate, draw and pry to right of gate. Back paddle, stern first passing on your left side.
3. After passing gate, draw and pry to the left then proceed through gate bow first again
4. Draw and pry to the left of gate, back paddle stern first, passing gate on your right.
5. Draw and pry to right and proceed through gate bow first.
6. Make a pivot turn to the right (360°) using sweep and draw strokes. Return through gate bow first.
7. Make a pivot turn to the left (360°) proceed through gate bow first.
8. Each paddle through the gate.
9. Use a half pivot turn (180°) and back paddle through gate again.
10. Return through gate bow first.

EXPLORING OPPORTUNITIES IN RECREATION AND PARK WORK

PRESIDER: Debbie Deason, Student Representative, SDAAHPER, University of Arkansas, Little Rock, Arkansas
RECORDER: Ginger Chevallier, McNeese State University, Lake Charles, Louisiana
SPEAKERS: Terry Edwards, Director, Parks and Recreation Department, Hot Springs Village, Arkansas; James Brown, Executive Director, Little Rock Boys Club, Little Rock, Arkansas; Arthur Cowley, VIS, EE, U.S. Department of Agriculture, Forest Service, Hot Springs, Arkansasas; Ivan Parker, Assistant Director, Parks and Tourism Department, Little Rock, Arkansas; Wayland Blackstock, Director, Parks and Recreation Department, Little Rock, Arkansas; Julius Breckling, Director, Parks and Recreation, Little Rock, Arkansas

Each of the speakers represented a different field of recreation and each speaker explained what type of job he represented. The men explained how they acquired their positions and what type of education was needed to fulfill their positions. After each man described his field of work, he gave out pamphlets and answered questions from the students.

FUTURE PROJECTIONS FOR PROFESSIONAL PREPARATION

PRESIDER: Jane Durant Robertson, The University of Alabama, University, Alabama
SPEAKER: Ann E. Jewett, University of Georgia, Athens, Georgia

The needs of persons and the character of the cultures surrounding them influence the natures of educational institutions and shape the roles of teachers. As Theodore Sizer[1] points out,

> Teacher education is thus fourth in line: One cannot plan for the training of educators in the 1980s without prior consideration of children, the culture, and the schools.

Studying the future has become more than an intriguing hobby and recreational activity; it is an increasingly respected professional specialization. While the specifics are debated vigorously, few of us have any genuine doubt that dramatic changes should be anticipated in population, lifestyles, health, food, habitats, energy and natural resources, communications and technology. It seems reasonable that changes in these aspects of human affairs should be accompanied by significant changes in business, government, international affairs, work and careers, human values and education.

What will be the nature of education needed in the near future? In a bicentennial feature in *The Futurist*, Harold Shane[2] discusses "America's Educational Futures 1976-2001." He summarizes the conclusions of a panel of 50 distinguished world citizens and educators, supplemented by a panel of 96 high school students. He lists twelve points on the subject of education on which most panelists agreed: emphasis on individual differences, flexibility of instructional techniques, education as a continuing lifelong process, self-directed learning, education as transcending schooling, changing patterns of home-school relations, worldwide continuing educational opportunities for both mature (past 30) and senior (past 60) learners, a spirit of global community based on planned interdependence and dynamic reciprocity, occupational education as transcending vocational education, problem-preventing education begun in early childhood rather than compensatory education at a later time, instruction emphasizing socially useful service in maintaining the biosphere and achieving a balance between humans and their environment, and "human geography" or a grasp of planetary cultures as they exist today.

> In summary, emergent educational development, 1976-2001, presumably would help young learners acquire a knowledge of the realities of the present, an awareness of alternative solutions, an understanding of consequences that might accompany these options, development of insights as to wise choices, and help U.S. youth to develop the skills and to acquire the information that are pre-requisite to the implementation of examined ideas, policies, and programs. In short, five terms to remember in developing new curricula are: realities, alternatives, consequences, choices, and implementation[3]

What competencies will professionals in our fields need by the year 2000? Clearly, it will be a different world. Much of what we are offering today in our professional programs will be useless before today's college and university freshmen could hope to earn tenure. Consider, for example, a world in which 150,000 pound reusable spaceships will ferry people and equipment to a nebula of space stations, sky labs and satellites; engineers will exploit the outerspace environment to manufacture a host of new medical and industrial products; the craft will orbit the earth for up to 30 days from as far out as 500 miles and glide back to earth without engine power. NASA expects to have five such shuttles by 1980 that will loft people and cargo into orbit on a weekly basis.[4] You will be able to purchase cargo space on government-operated shuttles for $3000 to $10,000 per five cubic feet. It is anticipated that the shuttle will spark a new industrial revolution in medicine, communications, energy, material sciences, meteorology and cosmic tourism. In 1983 the shuttle will put into orbit a solar-powered telescope which will enable scientists to gaze seven times deeper into space than ever before. Picture a world in which people a continent apart will be able to talk by walkie-talkie at ten cents per minute, in which shuttle-launched satellites will collect solar energy and beam it back to earth for conversion into electricity.

Try to imagine what demands such a world will place upon educators. How will all of this modify health education curricula and public health services? Will professionals in recreation and leisure studies be directly involved in the development of cosmic tourism or in planning for leisure opportunities aboard space labs? What will the sports and fitness programs of health spas, country clubs, and public agencies be like? What will we expect of physical educators, coaches, trainers, physiologists, kinesiologists, and researchers in perceptual-motor development and learning? How can we possibly revamp professional preparation drastically enough or rapidly enough?

Teacher education in this country is in turmoil.[5]

> Some critics say its problems are so profound that improvement is impossible. Lethargy, bureaucratic tangles, financial cutbacks, and political power structures all stand in the way of urgently needed changes.

David L. Clark of Indiana University opened the 1977 annual meeting of the American Association of Colleges for Teacher Education by predicting a five- to seven-year recession for teacher education with possibly ten percent of the less prosperous colleges closing their doors.[6]

> Innovative programs of teacher preparation may no longer be deemed financially feasible, and doctoral programs will be hard pressed for adequate funding. Institutions will fall to a new "margin of mediocrity"; conservatism and defensiveness will be the order of the day.

In spite of this pessimistic prediction, Clark[7] believes the recession need not occur. He reminds us that futures are "mutable and manipulable." He concludes:

> This must be a period in which quality and excellence of teacher education performance are emphasized more strongly than ever before. Our ability to influence national-level planners and higher education administrators and to take advantage of opportunities that will arise in the near future depends on it.[8]

Can professional preparation be changed so as to be more congruent with our future needs? Can we determine which understandings, abilities, and skills professionals will need in the future and guide the students in our preparation programs in developing these competencies? Surely, it's worth another try. There have been some good efforts in the past—the LaPorte[9] beginning in the 1920's, the Jackson Mills[10] report in 1948, the AAHPER Professional Preparation Conferences[11,12] held in Washington in 1962 and 1967, and the New Orleans[13] conference in 1973. These efforts have led to improvements in some of our programs; but the net impact, at least in terms of any real accommodation to the needs projected for Century 21, has been minimal.

Perhaps this is because we have failed to conceptualize the total task. We certainly need to put more energy into clarifying the goals for our profession at the turn of the century, describing the roles we should be filling, and identifying the competencies which will be required. At the same time, we need to analyze how we can move our personnel and our institutions from where we now are to where we want to be. I suspect that some of our most painful failures have resulted from the fact that we never identified the steps from here to there; we attempted the quantum leap from the traditional to the futuristic ideal.

It might help to look at our profession in a developmental context. I submit that we are a profession, at least on the threshold of adulthood. The concept of adult development has been popularized recently by Gail Sheehy[14] in her 1976 book, *Passages*. She applies the concept of developmental tasks throughout adult life, discussing the predictable crises with which most of us will have to deal as our lives progress from one stage to the next. It may well be that certain crises in the continuing development of an adult profession are predictable. At least we can conceptualize some intermediate stages between what we are now and what we hope to become by 2000. I am proposing that we take a developmental look at our profession. I am not asking you to analyze your development as an individual adult professional from high school graduation to retirement. I am suggesting that we consider the predictable adult crises in the future development of our profession as a whole.

Where are we now? I think most of us are in somewhat of a muddle. We have no consensus on what kinds of knowledge shall serve as bases in designing professional preparation curricula. We are thoroughly confused as to what represents balance in the curriculum among skills, concepts and attitudes, between general education and specialized professional education, within broad general education areas, between independent self-instruction and interdependent socialized instruction. We are deeply enmeshed in the difficulties surrounding mandated competency-based education and the politics relating to certification, accreditation and legislated cost effectiveness. We must start somewhere.

My proposal conceptualizes four stages in the adult development of our profession. Sheehy tells us, as did others before her in a less dramatic style, that men and women continue growing up adult from 18 to 50 and beyond. There are crises or points of turning all along. With each passage from one stage of human growth to the next, we must shed a protective structure. This leaves us particularly vulnerable until we can give up the old patterns of behavior, be comfortable without the familiar "security blanket," accept new responsibilities and a changed self-image, and regain equilibrium as we come out of each passage. I propose to apply this same developmental approach to projecting the future of professional preparation. Instead of the trying twenties, the catch-thirties, the forlorn forties, and the refreshed or renewing fifties, I'll try to sketch the accountable seventies, the extending eighties, and the midlife passage of our profession in the synthesizing nineties to the frightening but challenging excitement of our future by the year 2000.

How shall we face up to the developmental tasks of stage one? I suggest that the most effective way to deal with the seventies crisis is to embrace competency-based teacher education wholeheartedly, to get on with the task of defining the competencies needed to perform adequately in the teacher's role according to current expectations, and to accept responsibility for developing sound CBTE programs and preparing teachers who can demonstrate the desired competencies. In short, the goal for stage one is to use CBTE as a tool for strengthening the best elements of our traditional curriculum, for doing a better job of those aspects of professional preparation to which we have given primary emphasis for almost fifty years. There must be some merit in this concept of good teaching or it wouldn't have withstood frequent and diverse efforts for change for so long.

Good cases have been made both for and against CBTE. A competency based program "outlines the specific competencies or skills to be demonstrated by the student, provides instructional alternatives to facilitate the student's progress, and holds the student accountable for the achievement of the specified goals."[15] CBTE has excellent potential for personalization of learning experiences and increased motivation of students. It offers all involved persons opportunity to participate in program design. It provides specific criteria by which to measure success or failure. Teachers can agree on essential generic competencies.[16] It can succeed, even in a situation as complex as the New York State system in which virtually all of the 300 elementary and special education programs have made the shift to CBTE since 1975 and are now state-approved.[17]

Competency based teacher education does have difficulties. The most crucial of these can be overcome by careful consideration of local guidelines for stating competencies and selecting criteria. For those of you who still have reservations about significant concerns with which CBTE cannot yet cope—and I share your uneasiness—try to look at it as a first step. Many of us will soon be adopting CBTE whether or not we make a positive choice. At the very least, it will help teacher educators within each institution to "put our own houses in order." It will strengthen our profession by giving us a common base and improving our ability to articulate what we are about, at home and with others in the profession. When we are comfortable at stage one—and we can do this by 1980 if we take the positive approach and get on with it—then we will have a solid base which represents improved performance of the things we have been emphasizing right along and we will be ready to move from the accountable seventies to the extending eighties.

Some of us are already comfortable with the competency approach and are seeking means to negotiate passages to stage two. What is needed next is, not so much a dramatically different concept of teaching, but the professional maturity to extend role definitions and the personal security to explore new ways of making the process of education more successful and more rewarding, to all learners, in all roles.

Acceptance of the reality of specialization is a key factor in progressing through stage two. Diversification of roles makes specialization both possible and essential. Educators do enjoy different roles and responsibilities. Students in undergraduate professional curricula must be helped to define the spectrum of educational leadership roles and to make their individual choices from among the viable alternatives. Instructional modules in role-definition and decision-making should be included within the undergraduate experience. We need specialists with different activity competencies and capabilities for teaching different age groups. We need educators to work with the preschooler, the elderly, the disabled, the handicapped, the retarded, the bilingual, the urban ghetto dweller, the rurally isolated. We need paraprofessionals to serve as teacher aides, audio-visual technicians, equipment specialists, computer programmers.

Furthermore, we need to prepare ourselves to work with an increasingly wide range of professionals in other fields as we help to convert school systems into educational systems. By 1990, graduates of our professional programs need to be able to work effectively on a regular basis with individuals in the other public service professions—public health agencies, social welfare agencies, community recreation agencies, and the mass-media. Mario Fantini[18] urges that, to convert a school system into an educational system, we must link the schools

> . . . to the business and industrial environment for talent development, to the health agencies for nutritional awareness and drug education, to insurance companies for driver training, to the artistic network for cultural and aesthetic literacy, and to the spiritual leaders for moral and ethical actualization . . . .

Educators must also redefine roles in relationships with parents, elected community officials, and other taxpayers; modifications of professional preparation to meet these demands will be required.

Each student in a stage two professional preparation program will select an appropriate specialization. Probably a "go, no go" assessment of students in terms of the planned specialization will be provided by the end of the second year of college. Those not opting for teaching careers will have a wide range of open options in related career fields. Additional coursework, the internship experience and post-baccalaureate service will all focus on greater competency for service through the chosen specialty. Educators will devote a great deal more study to techniques for modifying behaviors of learners, a great deal more practice to those teaching behaviors selected as effective for individual teaching styles, a great deal more time to experimentation with procedures for eliciting creative behavior in learners and for influencing attitudes in desired directions. The message to the individual aspiring toward an HPER-related career will be specialize; learn well the competencies associated with your specialty; seek ways of excelling within the role and of extending quality performance and human service through further definition of a unique role. The message to the institution is to identify particular specialities for which superior preparation can be provided; it is ridiculous for each of us to try to be all things to all people; it is disastrous for all of us to compete for the same students.

Tight job markets are likely to continue. Consequently, we cannot afford to ignore the mundane, practical aspects of professional preparation. Skills we used to assume could be developed through on-the-job training may actually be essential to getting the first job. We need to make available instruction in job-seeking skills and job-keeping skills; such instruction should offer variations for diverse families of jobs.

Undergraduates need assistance in the preparation of a professional resume, writing letters of application, understanding procedures for seeking references, developing job interview skills, analyzing job offers, anticipating payroll deduction procedures, professional association demands, and in-service education expectations. We should ensure that they possess basic action research skills for self-directed efforts to increase performance effectivenss; communications skills for submitting purchase requests, preparing annual reports, making oral presentations to citizen groups, and reporting to the community through the local media; and some field experience in community service as well as teaching.

Graduate study for those who seek careers in higher education must ensure that the holder of an advanced degree has conducted research, has developed skills for independent research in a well-defined area of [scholarly] specialization, has published in one or two referred journals, has some successful experience in classroom presentations, is aware of tools and procedures for evaluating teaching effectiveness, has had opportunity for involvement in university and professional association service. A new Ph.D. without these experiences has very little chance of developing his job-keeping skills with the time frame typically provided in academia. The new Ph.D. without this background who nonetheless aspires to a university career should carefully select a short-term non-tenure-track position in which he or she can gain this experience before putting himself or herself under the pressure of trying to make it up the academic ladder.

Institutions offering professional preparation should accept the responsibility of encouraging professional specializations other than teaching. We should familiarize students with other alternatives, permit flexibility for programs individually tailored to any viable specialty which a student desires to develop, create appropriate field experiences outside the typical public-school setting, modify exit competencies to fit diverse needs, substitute demonstrated competencies essential to alternative careers for the largely sterile masters comprehensive examinations and doctoral preliminary or qualifying examinations typically in use. Most important, we must get past the outdated notion that the pinnacle of success for current doctoral students will be found in a replication of the careers of their major professors. There are many promising careers outside university professorships for students holding advanced degrees in our fields. I hope that graduate students will choose these careers in increasing numbers and that our institutions will accommodate them with appropriate preparation.

To those young people who are still intent on careers in higher education, I recommend a current article by Jane Nitzsche[19] which takes the position that today's young professor must accept the system and can succeed within it by exerting his or her own academic free will. She advises you to research what the department or the university expects of you in much the same way you approach a scholarly problem, to anticipate devoting full time for the next several years to advancing your career, just as you did in graduate school. The capsulation of "How to Save Your Own Career" reads:[20]

> From teaching to socializing to publishing, from classroom performance to locker-room politics, from proper dress to how to get the most out of a conference—what every young professor needs to know to make it up the academic ladder.

Most of us will meet the challenges of stage one by 1980, in redefining professional roles in terms of competencies and in accepting accountability for development of these competencies. And most of our professional preparation institutions can succeed by 1990 with the stage two tasks of accepting the realities of specialization and diversification; gearing up to convert school systems to educational systems; providing in-depth preparation for selected specialties; and including job-seeking, job-keeping, and job-changing skills. Setting off on the midlife passage to stage three in the adult development of our professions will probably be the most frightening—and the most difficult to achieve. A few of the professional preparation faculties represented here may already be facing this crisis; hopefully you will be able to share additional insights with the rest of us for whom the changes required are still in the future.

My predictions for our mid-life professional crisis project the need to "step back" for a broader professional perspective, to consolidate recent gains, to re-study the discipline, to re-analyze the purposes of education, to reexamine the meanings of our fields in the larger human world, to synthesize and revitalize what we are all about. We need to figure out how we will make an important difference in the lives of persons. We need to clarify our moral and professional commitment.

What should an education in the movement arts and sciences—and in sport if you will—mean to the individual in our society? There is truly a great deal more potential in our field than any of us realized a quarter of a century ago. In a sense, our discipline has something for everyone. The problem is to create new paradigms for seeing what we have not really seen before. It is important that we understand the different forms of meaning accessible through human movement phenomena. We need to consciously stimulate new levels of human awareness through movement experiences. We must gain more knowledge about right and left brain functioning, about "Self 1" and "Self 2," and "centering," and especially about effective approaches for utilizing these concepts to facilitate learning and enrich experience. Awareness of the body as self is a significant aspect of humanity.

As practitioners in the human service professions, we will need to be more knowledgeable about the total ecosystem in which we function. We need to be better analysts of both the natural and social aspects of our environment. Professional preparation must develop the skills for studying and understanding the "hidden curriculum" and provide for the competencies required to structure nurturing environments, to keep alive throughout life the desire for learning, to motivate participation in self-renewing physical activity indefinitely.

How will we clarify our moral and professional commitment? Techniques and skills of value clarification should be introduced early in professional preparation. I believe our profession should accept a moral commitment to make known the total range of opportunities for human development through the movement arts and sciences. For too long, we have spoken chiefly to and for the adolescent male athlete striving to realize his dominant self-image as a successful varsity athlete, perhaps with a dream of a professional athletics career. Surely a pluralistic society requires different kinds of commitments in its professionals.

The most difficult stage three challenge for those of us responsible for designing and strengthening professional preparation programs is to give intelligent and creative attention to the whole. As Margaret Lindsey[21] has put it, "inadequate work is being done on education, and training is being subjected to overkill."

> An important aspect of the problem is failure to provide reasonable balance in the constant flow of experience back and forth between teaching as an expression of the self in a real setting and activities designed to increase specific skills. . . . There is a frightening absence of curriculum designers, in contrast to the great number of materials producers.
>
> A designer treats the whole, giving attention to form, emphasis, balance, articulation, continuity, internal consistency, and unity. The need for attention to the whole is urgent.

It may appear that I am debating both sides of the argument for competency-based education; but I do not believe I am inconsistent. I have urged that we utilize CBTE as a first step, in order that we can get on with what we have been claiming we do for many years. At the same time, I have pointed out that we must use care in defining competencies so as to prevent a narrowness of training. Most important, we must view this approach as a base for moving ahead to more difficult and more significant changes in professional education.

For those of us who successfully negotiate the midlife passage, what lies beyond? I envision a time when we will prepare professionals of a totally different kind, individuals who develop diverse talents and widely varying skills, persons well-qualified to live and work in a world of change and ambiguity, professionals committed to and prepared for service in a post-industrial, technologically advanced, biospherically deteriorating, pluralistic and ethnically conscious, globally interdependent society. In all probability, we will need professionals oriented toward education as a problem-preventing enterprise, a complex of socially useful services, attuned to unlimited multi-ethnic and polycultural differences. Our professional preparation curricula will reflect a commitment to occupational education as transcending vocational education; they will be designed to give major emphasis to in-service education in contrast to pre-service preparation.

The view that problem-preventing education should displace compensatory education will prevail. The activity content of our programs will shift from the mastery of specific competitive sport skills to the development of positive attitudes toward active recreation, requiring the acquisition of specific skills to be sure, but achieving recreationally satisfying skills in recreation settings selected by the individual participant. School programs will include instruction and practice in the techniques for learning new skills and helpful procedures for designing new games. Dynamic health education programs will focus on the prevention rather than the correction of significant health problems; health instruction will be designed to give top priority to the development of positive attitudes; the boundaries currently separating the domains of health education and physical education will be obliterated as we concern ourselves with achieving positive concepts of fitness and useful skills for reaching and maintaining individual fitness potentials. We will give more attention to body awareness activities, mechanically efficient body alignment, and the development of positive body images and concepts of the self in movement.

Instruction will emphasize socially useful service in maintaining the biosphere and achieving a balance between humans and their environment. We will develop hiking, jogging, and cycling trails with a view toward attracting people into a safe and self-renewing natural environment. We will use public funds not only to develop courses for orienteering, cross-country skiing, and fitness challenges, but also to provide instruction in appreciating and maintaining the environment and in wilderness survival. Our programs will emphasize movement education for children and physical activity for mature and senior citizens; the open degree programs which will be heavily underwritten will include health and physical education requirements designed to meet the needs of older persons. Programs at all levels and in all areas will include instruction in the latest life-saving techniques.

Educational programs, both in and beyond schools, will be planned "to develop a spirit of global community—of planned interdependence and dynamic reciprocity—which represents multi-ethnic and polycultural differences both in the U.S. and abroad."[22]

What will be the role of human movement studies in Century 21 educational systems? I think the world will still depend on us for leadership in developing fitness. But fitness for life beyond the year 2000 will require some elements we have not emphasized. We'll need exercise regimens adaptable to long underseas voyages. We'll need to create aerobics activities which can be performed within remote space stations. Those persons who choose to spend most of their lives on the earth's surface will need to understand fitness as a human condition, a personal achievement, involving individual understanding, self-assessment, personal responsibility and a continuing commitment. Those of us who wish to be fit for intergalactic travel will need daily exercise routines which can be performed on board the space shuttle for up to thirty days in orbit. Leaping great distances while maintaining life support systems seems a probable demand. Investion of appropriate types of spatial orientation activities will certainly be necessary. Robots, designed after C3PO and R2D2 of "Star Wars," could surely be called upon, not only to guide the shuttle, to keep it from burning up during reentry and to guard continuously against malfunction, but also for constant monitoring of bodily functioning, for instant computerizing of individual exercise programs and for ejecting printouts to eliminate errors in judgment in plotting moves from one surface crater to another or from a suspended platform within a large satellite to a narrow entry space in the underbelly of a space vehicle.

The big professional debate among practitioners in our field has always been the one dealing with the ofttime competing claims for achieving physical fitness and developing motor performance skill. Both will continue to be important goals as we plan to improve our lives in a world in which human beings can exploit the outer-space environment. Motor performance skill will be no less desirable in tomorrow's world. But a major shift in emphasis can be anticipated.

Much as we physical [illegible] enjoyed football, field hockey, basketball, volleyball, baseball, and softball, they [illegible] been all things to all people—and they never will. People will always need [illegible]: but we will need to accept responsibility for helping individuals to develop a [illegible]ctrum of motor performance abilities. We will need efficient body mechanics, [illegible] of optimum body alignment for long periods of sitting or standing or specific physical [illegible] tasks. We will need skills of conscious neuromuscular relaxation to renew enthusiasm and maintain productivity. We will need perceptual-motor training to help us evoke appropriate motor responses to an increasing variety of stimuli. We will need to adapt movement patterns to conditions of weightlessness, to develop new movement skills for tasks yet undefined, to condition ourselves for unfamiliar forms of stress. Tomorrow's physical education curriculum may include courses in weightless gymnastics, three-dimensional orienteering, balance and centering, human-spatial ecology and re-entry survival. New games will surely emerge.

Fitness and performance have always been acknowledged goals of physical education. Both will continue to be important goals in the future. But the achievement of personal integration and the realization of that large cluster of potential values and meanings identified as transcendence which have been consistently neglected by physical education, may well become the major focus in tomorrow's curriculum.

You have all seen "Star Wars" and been introduced, with Lucas Skywalker, to "the force." The force (in this intergalactic fantasy) is an energy field surrounding all living things. It's potential is not unlike that of the fluid energy depicted by George Leonard in describing his experiences with akido. I believe it can be an acceptable symbol for the kind of transcendence or personal integration which educators might help citizens of tomorrow to seek through meaningful participation in movement activities, a kind of wholeness, oneness, at-homeness with self. The ultimate athlete will not depend on a laser beam sword; she or he will have discovered how to maximize human energy. He or she will experience physical activity in ways which make it possible to surpass previous physical limitations and to become a more integrated part of the universe.

What sorts of professionals will we need to help the citizens of the twenty-first century to employ the movement arts and sciences in enriching their lives? We will need educators who can open up new worlds to students of all ages and individualize programs so that each student will be successful in his or her search for wholeness and extended meanings. There should be jobs for anti-gravity activity specialists, for electronics games simulators, for supervisors of exercise programs for shuttle crews, for time and motion study experts for space lab maintenance teams, for space station fitness and recreation program coordinators, for geocultural perspective games creators, for underwater education program directors, and for SWEAT-walking instructors (self-sustaining weightless extraterrestrial altitude tightrope walking, the future equivalent of SCUBA-diving). We'll need space kinetics researchers, lunar physiology specialists, and investigators of the social psychology of space station colonists.

We'll probably still need some teachers too. Professional preparation for teachers will transcend vocational education. We will not be satisfied just to develop competencies of presentation, group organization coaching and testing; but we will strive to stimulate the growth of abilities needed to help people appreciate the different meanings of movement, to give leadership in accepting physical activity as an essential aspect of a complete life, to contribute to identifying and researching the important questions relating to the movement sciences, and to seek creative fulfillment in the movement arts. Teachers should be prepared to assume the roles of relator, mediator, diagnostician and choreographer.

Education will not be confined to schools; but will present a smorgasbord of opportunity to all. Professional preparations will be more in-service than preservice education. Professional education will be a continuing education throughout the years of full-time employment. There will no longer be "retired" educators; older persons who have concluded careers in a variety of occupations will contribute to educational programs on a part-time basis the diverse special skills and wisdom accumulated in a lifetime of active professional service.

I cannot claim to have achieved professional maturity as a futurist. I can only share with you projections based upon my own professionally rewarding experiences through several passages and past a few points of turning. I do know that we need courage, energy, faith, and above all a willingness to change, if our profession is to grow to its full adult potential. I have lived in this profession long enough to know that an occasional backward glance can help us to look ahead more creatively.

A long time ago in a galaxy far, far away, physical education was a special subject in the school curriculum. Very few people understood what was happening in a gymnasium where a female teacher was directing traffic patterns for 40 girls at one end of the gymnasium and a male coach was supervising calisthenics for 35 boys at the other end. As a matter of fact, very little was happening. Young people took turns playing volleyball, basketball, and softball, except on Mondays when everyone watched the films of last Saturday's football game. Nobody thought physical education was very important. Boys and girls who were bored or humiliated by ball games could get out of required physical activity by making the varsity team, playing in the band, joining the drill team, or volunteering for ROTC.

A long time ago in that galaxy far, far away, these teachers earned certificates by accumulating the required numbers of course credits through four years of socialization in NCATE—accredited institutions. They attended lectures and wrote examinations in subjects which were classified as humanities, social sciences, biological sciences and physical sciences. They read textbooks and completed credits in educational philosophy, educational psychology and the social foundations of education. They practiced skill drills in football, volleyball, basketball, and softball. They prepared notebooks for required methods courses in FB, VB, BB, and softball. Sometimes they also made notebooks in gymnastics, tennis and aquatics and card files of low-organized games. Those who were most conscientious in preparing notebooks and card files were rewarded with A's, approval for student teaching and being spared the necessity of buying new books or reading current professional journals. They were also taught principles of physical education, alternative methods for taking roll, plans for organizing the locker room, the pros and cons of required uniforms and sometimes even how to mark fields—usually by professors who hadn't been in an elementary or secondary school for at least 10 years.

But that was a long time ago in a far away galaxy. And today is the first day of the rest of our lives. Because we care about the rest of our lives, and the lives of others, tomorrow will be different. In less than two years we will come out of the accountable seventies. Ahead we can see the extending eighties. It will soon be time to tune up for the synthesizing nineties. We have some difficult passages to negotiate; but we perceive, and we will persist and progress. Today is the first day of the rest of our lives. —May the force be with you!

NOTES

1. Theodore R. Sizer, "Teacher Education for the 1980s," *New Perspectives on Teacher Education*, Donald J. McCarty (Ed.). San Francisco: Jossey-Bass, 1973. pp. 40-52.
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3. *Ibid.*, p. 257.
4. Paul W. Hoffman, "How the Space Shuttle Will Improve Our Lives," *Family Weekly* October 16, 1977. p. 14.
5. Donald J. McCarty and Associates, *New Perspectives on Teacher Education*. San Francisco: Jossey-Bass, 1973. Jacket.
6. Reported by Robert W. Cole, Jr., "Teacher Education Under Pressure," *Phi Delta Kappan* 58:9 (May 1977). p. 666.
7. David L. Clark, "The Real World of the Teacher Educator: A Look to the Near Future," *Phi Delta Kappan* 58:9 (May 1977). pp. 680-685.
8. *Ibid.*, p. 685.
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19. Jane Chance Nitzsche, "How to Save Your Own Career," *Change*. 10:2 (February, 1978). pp. 40-43.
20. *Ibid.*, p. 40.
21. Margaret Lindsey, "Curricular Developments," *New Perspectives on Teacher Education*, Donald J. McCarty and Associates. Jossey-Bass: San Francisco, 1973. pp. 186-187.
22. Shane, *op. cit.*, p. 255.

Prior to the presentation of the paper which appears above, the members of the audience were invited to contribute their ideas about the future of professional preparation. Note cards were distributed and participants were invited to volunteer their responses to two questions. The first question posed the challenge, "If you had the opportunity to make immediate changes in professional preparation programs, what are the three most important changes which you would attempt to make in September 1978?" Forty individuals shared their thoughts by submitting responses to these two questions. The responses are summarized below.

What are the most important changes to be made in September, 1978?

1. (48%) *Upgrade professional standards*. Several comments focused on revision of certification standards. One proposed the elimination of substandard professional pro-

grams. A few suggested improving professional standards by better screening of prospective majors. Several proposed expecting a higher level of skills and techniques for majors, emphasis on a broader range of skills and more attention to lifetime sports. Better predictors of college success and some "trimming" of major requirements were also included.

2. (43%) *Continue curriculum evaluation and revision efforts.* The majority of the comments in this category were related to reviewing and updating course curricula. These included suggestions for adding biomechanics, management skills, public relations techniques and assertiveness training. Attention to research skills and interdisciplinary approaches, as well as more capability in curriculum planning, were also included. Attention was directed to the need to incorporate current social changes and to provide better preparation for leadership in leisure activities.
3. (40%) *Provide specialization tracks.* Specializations identified included elementary school physical education, sport administration, sport journalism, coaching, health and safety, women's sports. Several commented on the need to give more emphasis to coaching and officiating.
4. (38%) *Introduce new teaching styles.* Suggestions for innovation included greater use of media, motivational techniques, individual programming, the diagnosis of individual skill problems, a more "academic" approach and general suggestions concerning improved methodology. Better evaluation was also stressed.
5. (33%) *Include more field experience.* Various types of practicum and clinical experiences were suggested. Organizational suggestions included teacher-education centers and teaching apprentice programs. Funding for professional experiences for students, such as attendance at conventions and workshops, was also proposed. General comments emphasize the need to improve both the quality and quantity of field experience, including upgrading of supervision.
6. (28%) *Implement particular improvements in the organization of programs.* The specifics proposed included full implementation of Title IX, preparation of more men in elementary school physical education, separation of subsidized athletics from physical education, separation of safety education and health from physical education, more attention to non-school persons and programs, elimination of the tenure requirement at the basic activity of service level and more organizational clout to determine our own destiny in physical education.
7. (20%) *Implement competency based teacher education.* Specifics included redefinition of competencies, resequencing of competencies, higher standards, revision of criterion referenced tests, development of exit competencies and further work on performance objectives.
8. (13%) *Develop better programs for the handicapped.* These comments did not detail suggestions except for identification of the need for developing individual educational plans.
9. (13%) *Improve resources.* Comments in this category suggested greater use of media, better laboratory support and the provision of adequate equipment in general.
10. (10%) *Improve graduate programs.* Comments in this category emphasized clarifying major areas of concern for graduate work, expanding in areas of expertise, and seeking better predictors of success in graduate education
11. (10%) *Improve general college programs in physical education.* Suggestions included adding more courses and adding courses with more relevance to the program. One suggestion pointed to the need for identification of criteria for selection of activity courses. As one participant commented, we must improve "delivery of education to the masses."

What are the three most important changes for professional preparation by the year 2000?

1. (33%) *Upgrade professional standards.* Comments included improvements in certification, national accreditation, improved recruiting and selective admissions and fifth

year associate teaching experiences. Other concerns expressed dealt with ethical standards, quality control in teaching and research, better classroom teaching, better in-service education and sounder evaluation of teachers.

2. (30%) *Strengthen our programs for achieving fitness outcomes.* Many commented on the need for improved follow-up of fitness studies, for achieving a higher level of fitness with students, for implementing fitness programs for all citizens, for developing innovative fitness programs for life in outer space. Phrases reflecting the general tenor included "physical activity for leisure time - a way of life" and "prescription fitness for all."
3. (25%) *Continue curriculum evaluation and revision efforts.* The need for innovative programs was emphasized; specific suggestions included space utilization training for a new environment, various kinds of camping experiences, strengthening the knowledge base, better evaluation, more diagnostic testing and emphasis on perceptual motor learning. The need for finding a directional focus for school experiences was recognized.
4. (20%) *Give more attention to the affective domain.* Many expressed concern for a more humanistic approach including greater acceptance of the concept of individual human development, more attention to self awareness, less channeling of students into traditional group experiences, understanding of group process, skill in group interaction, individual guidance and programming for individualized instruction. The hope was expressed that we could focus on the "average" and not limit our attention to the handicapped or gifted.
5. (20%) *Earn general recognition of the importance of physical education.* It was pointed out that we should expand beyond educational institutions, work toward a revival of the teacher's position within the community and focus on lifetime education. A computerized system for teacher placement was suggested. The hope was expressed that we would have physical education teachers for all elementary schools.
6. (18%) *Improve our definition of teacher competencies.* Several individuals felt that a vital performance based curriculum should be implemented including the development of learning packages and the support of appropriate video equipment and facilities.
7. (15%) *Implement specialization programs.* Alternative career options were mentioned and the concern for more educationally sound athletics programs and better preparation programs for coaches. Elementary physical education was identified as a needed specialization. A suggestion was made that different institutions should offer different particular specializations.
8. (15%) *Modify institutional administrative arrangements for professional preparation.* Specific suggestions for "universities of HPER" included a possible two-year program beyond the three-year general education program. These respondents preferred a realistic, relevant preparation which would provide for open-minded and flexible teachers and emphasize a willingness to change. The male/female dichotomy would be ended.
9. (8%) *Achieve consensus on the "core" of physical education.* National agreement on professional purpose seemed to be the central concern of these comments.
10. (8%) *Develop interdisciplinary programs.* It was pointed out that we need to redefine the allied disciplines and that we should be seeking to extend interdisciplinary programs within the institution and interagency programs beyond.

A comparison of the responses to the two questions suggests a few concluding generalizations:

Physical educators, as represented by this group, are still clearly preoccupied with the problems of upgrading professional standards and acceptance by the total academic community, although the emphasis on upgrading standards drops from 48 percent as an immediate concern to 33 percent when projecting toward the year 2000.

Curriculum innovation and updating is a continuing concern identified by 43 percent of the group in responding to their immediate concerns and 25 percent when looking toward the future. It is noted that the two areas of more field experiences and better programs for the handicapped which are currently supported by specific legislation are seen as an immediate concern but do not appear in the responses for program improvements in the year 2000. Evidently the participants are optimistic about our ability to deal with these problems in the near future. Similarly the concern for implementing specialization programs drops from 40 percent to 15 percent. This may reflect a judgment that we are further along with this process at the present time than this writer would have judged.

The most interesting contrast, from the author's point of view, is the changing emphasis with regard to teaching styles. The respondents moved from primary concern with technology and specific techniques to a substantial interest in greater emphasis on the affective domain. It is not surprising that the emphasis for defining competencies shifted in a somewhat parallel way. Overall the contrast is not dramatic. Our goals for 2000 appear to be aimed in directions already established.

GENERAL DIVISION EXECUTIVE COUNCIL MEETING

PRESIDER: Gordon E. "Sam" Coker, Vice-President Elect, General Division, SDAAHPER, Northwestern State University, Natchitoches, Louisiana

RECORDER: Owen J. Holyoak, Vice-President, General Division, SDAAHPER, University of Florida, Gainesville, Florida

Business Topics:

1. Orientation of new officers
2. Policies
3. Finances
4. Future directions
5. Public relations
6. Approval of two-year term of office, 1978-1980

HOW WE DID IT—HEPI-PEPI-REPI

PRESIDER: Angie Nazaretian, Athens State College, Athens, Alabama
RECORDER: Sue Whiddon, University of Florida, Gainesville, Florida
SPEAKER: Doris McHugh, Huntsville City Schools, Huntsville, Alabama
TOPIC: PEPI-Physical Education Public Information

The first thing in selling your program is your attitude. Television, newspapers, radio, and other media coverage depends on this.

Special things, etc., new equipment, special days, jogging events, must be presented to the media under the topic of physical education, not athletics. Thirty seconds of prime time on television will reach numerous people.

You must make contact with the news media personnel. Subsequent invitations, programs, press releases, etc., will receive more attention. Involve your principal as well as news media for support. Use every area of communication possible. Educational television and numerous newsletters and bulletins offer means to inform the public of your progress.

SPEAKER: Ronald Hyatt, University of North Carolina, Chapel Hill, North Carolina
TOPIC: REPI—Recreation Education Public Information

There are several basic tenets essential to establishing any program of public relations in Recreation. These tenets in the public relations area fall into two broad categories. These are:

1. Informing and Serving the Public and
2. Utilizing the Legislative Process to Secure Financial Resources for Recreation Services.

Greater emphasis will be placed upon the second category.

Informing and Serving the Public

Recreation is a service profession and deals with people and their needs. Since the majority of funds for public recreation come from public sources (taxes, tax base, referendum, federal grants), accountability must be rendered to the public for use of these funds.

The best way to serve and inform the public is to provide a service oriented towards the needs of people. The "satisfied participant" is still the best public relations device. Mass media techniques and formal channels of communication are also heavily used in informing the public about the services rendered and the quality and variety of the program presented to the public (people).

Programs have to be justified in order to secure funds to serve more people better. The fiscal dragon paradox of where and how funds can be secured in the first place raises its ugly head. (It takes lettuce to make the rabbit jump and we need to be on the jump all the time in recreation.) Therefore, let's examine the second major aspect.

Utilizing the Legislative Process to Initiate, Maintain, or Multiply Service, Programs, and Facilities

There are several common sense steps used in securing funds from city, county or state governments. Some of the following principles or tenets are useful and have worked well in the past.

1. Have a real and essential purpose, cause or service to be rendered to people. (If you don't believe in it, you can't tell or sell it.)
2. Know the legal process by which bills and laws are made in your city, state and Federal government. (Such procedures do exist!) See "How a Bill Becomes Law" by the National Education Association.
3. Locate, identify, and secure friends within the government. (This is the nature of government. Politicians need causes, issues, and service areas.)
4. Get your professional organization to endorse and support the program.
5. Establish working legislation committees.
6. Provide the legislative committee or task force with grass roots funds or a basic budget.
7. Prepare documentation of needs—such as figures, slides, and other media.
8. Enlist aid of allied professions.
9. Coordinate efforts with the legal agencies.
10. Hold breakfast or luncheon meetings or social events.
11. Write the bill in rough form or secure the help of the attorney general or city attorney.
12. Establish telephone trees and points of contact with all legislative individuals across the state.
13. Monitor the bill.
14. Be prepared for compromise and be aware of timing.
15. Pay homage to all who helped on the bill or act.
16. Use the results to better serve the people and tell your story.

Some examples briefly are:

1. The N. C. Elementary Physical Education Act
2. The Community School Act of North Carolina

3. The N. C. Tuition Assistance Plan for N. C. National Guard
4. The National Tuition Assistance Program for N. C.

The needs of people can be met by the legislative process. We must learn to use the process or lose the financial support of our programs.

SPEAKER: Eugene Barnes, University of Southern Mississippi, Hattiesburg, Mississippi
TOPIC: HEPI—Health Education Public Information

Public relations efforts in the past have attempted to sell the programs to parents and medically related groups. Such efforts have been disastrous. Health educators have been expected to teach numerous topics and methods for teaching health education. The speaker advocated Connant's two competencies:

1. Knowledge of subject matter, and
2. Enthusiasm for teaching this subject matter.

People with a limited knowledge of health education would rather not teach health education. The speaker is not interested in having such people promote poor health education programs. Rather, he is committed to making health the best it can be.

The National PTA made health education its number one priority. This and other groups desired drug education, sexually transmitted diseases, and cancer to receive the major emphasis in health education programs.

Presently, Mississippi and other states are attempting to eliminate the health education requirement, mostly due to the fact that health education is being taught as a knowledge course as opposed to presenting the material in the actual domain.

Competencies in teaching health education must be defined before we can develop individuals with these competencies.

Public relations rest heavily on the programs of our colleges and universities. State certification should be a starting point.

If we graduate competent people in health education, people will desire their services. Programs must emphasize what is best for our youth.

INNOVATIONS AND PROFESSIONAL PREPARATION

PRESIDER: Jane Durant Robertson, The University of Alabama, University, Alabama
RECORDER: Carolyn Hughes, Memphis City Schools, Memphis, Tennessee
OFFICERS ELECTED: Chairperson-Elect—Carolyn Hughes, Memphis City Schools, Memphis, Tennessee; Secretary—Peggy Harrison, University of Alabama in Birmingham, Birmingham, Alabama
SPEAKER: William F. Clipson, The University of Alabama, University, Alabama
TOPIC: Innovative Field Experiences in Physical Education

How does a faculty make all the years of undergraduate teacher preparation more realistic? Practical rather than theoretical? If a way is found, how do you obtain the faculty to conduct the program? How do you guarantee quality after the new is worn off? How do you gain access to pupils in schools where college students are welcome? How do students learn what teaching is all about before the senior year?

These and many other questions have bothered serious teacher educators for years. Many institutions have their own best answers to these questions and most are seeking better ones. The Area of Health, Physical Education and Recreation of the College of Education, University of Alabama, has a way of providing more realistic teacher education through field experiences during the sophomore year. The plan is very simple, so simple in fact, that one faculty member asked "What took us so long to think of this?"

Briefly, the plan calls for each sophomore to teach 15 hours per week for one semester in a Tuscaloosa elementary school for nine semester hours credit. The City Board of Education provides a supervisory staff for the University students at no cost to the University as the city schools gain at least the equivalent of 15 full-time elementary school physical educators each semester through this arrangement.

Purposes

The purposes of the field experience are to provide sophomore students practical experience in teaching which will enable them to: (1) better understand elementary school children; (2) better understand the teaching profession and the responsibilities of a teacher; (3) better understand their ability to teach children and the satisfaction gained therefrom; (4) develop their ability to teach successfully and accept their responsibility for planning and teaching; and (5) provide a good physical education program for the elementary school children in Tuscaloosa.

Supervision and Instruction

The Tuscaloosa City Board of Education has employed a full-time Coordinator of Elementary School Physical Education and four part-time assistant coordinators for this program. The four assistant coordinators are certified physical education teachers and graduate students at the University. Except for the classroom teachers, the remainder of the physical education teachers for the 6,000 children in Tuscaloosa's fifteen elementary schools are the undergraduate majors in the Area of Health, Physical Education and Recreation at The University of Alabama.

The City Coordinator and her four assistants are responsible for preparing the undergraduates, about 30 sophomores (transfers may be juniors or seniors), each semester in a two-week workshop, to teach 15 hours per week for the remainder of the semester. Each assistant coordinator is responsible for seven to nine undergraduate students who are called instructors. While teaching, each instructor is visited at least three times a week by an assistant coordinator; in addition, the regular classroom teacher is always on the scene to assist when necessary and to carryout her legal obligations. The City Coordinator visits as many schools as possible each day and conducts a weekly planning session for assistant coordinators and undergraduate instructors. Each assistant coordinator meets as often as necessary with his or her instructors as a group or with individual instructors to promote teaching competency and to alleviate problems. Some of the classroom teachers offer valuable suggestions for program improvement and for handling pupils; some give very able assistance to the undergraduate instructors.

Major Points of the Agreement

There are several important features of the agreement between the Board of Education and the University. The six most important are as follows:

1. The Coordinator of Elementary School Physical Education must be mutually acceptable to both the Superintendent of Education and the Head of the Area of Health, Physical Education and Recreation. This is perhaps the most important point in the agreement as both the school program and the University program are protected.
2. The Coordinator is appointed as an Adjunct Professor of Health, Physical Education and Recreation at the University. This gives the Coordinator certain faculty privileges and enables her to assign grades, supervise and teach University students, and use equipment and facilities belonging to the Area of Health, Physical Education and Recreation.
3. The Employment of Assistant Coordinators by the Board of Education from among the graduate students in the Area of Health, Physical Education and Recreation strengthens the University's graduate program and helps assure a source of able, part-time supervisors. The City Supervisor of Instruction and the Coordinator of Physical Education make the final selections after consulting with University faculty members who know the various candidates.
4. The Board of Education pays all salaries and fringe benefits for the Coordinator and assistant coordinators.
5. The University grants the graduate students who serve as assistant coordinators all of the privileges of graduate assistants working on campus. These include waiving of out-of-state tuition and a reduction in regular tuition charges.
6. All school personnel treat the undergraduate instructors as much like certified teachers as legally possible. Each student instructor is responsible to the principal under whom he or

she is working just as is any other teacher. Consequently, dismissal may be recommended by a principal to the Coordinator of Physical Education. After consultation with the principal, student, and a University representative, the student may be dropped from the program. In case of doubt, the student is placed on probation in another school.

Motivational Features

Many field experiences lose their value because of the lack of student enthusiasm, the lack of supervisory enthusiasm, and/or lack of time for supervision. This program has three features that tend to help maintain enthusiasm. First, the two-week preliminary workshop and all weekly sessions are related to the job at hand—instruction and discussion are not theoretical.

Second, students are motivated to learn because they are expected to begin teaching, not serve as an aide or observer, during the third week of the semester.

Third, the Coordinator's success in promoting the growth and development of 6,000 elementary school pupils through physical education is dependent upon the work of the assistant coordinators and instructors. Consequently, the assistant coordinators are carefully selected and prepared for their work with the undergraduate instructors. During the first two years of this program, the responsibilities delegated to, and helpful supervision for, the undergraduate instructors far exceeded any other with which the speaker is familiar.

Evaluation of Students and Grading

One of the greatest problems connected with field experiences, internships, practicums, and the like is the evaluation of students' work and the assignment of grades. A special effort has been made to prevent the program from becoming a haven for academically borderline students. Checklists of competencies have been prepared, and revised each term, for the use of classroom teachers, assistant coordinators, and the Coordinator to keep the students aware of strengths and weaknesses and all factors that will be used in deriving final grades.

Three final grades for three semester hours each are assigned each student. Although this plan was shaped because of state certification standards and institutional requirements, it has worked out well. By assigning three grades, greater differentation can be made among the students for various levels of competency development. A student may receive 9 hours of A's; 6 hours of A's and 3 hours of B's; 3 hours of A's and 6 hours of B's; or the like all the way down to 9 hours of F's.

Reasons for Success

There are several reasons for the success of the program besides those indicated above. First, and very important, is the fact that the program fills a void in both the public school program and the University program without a threat to anyone. Second, the public school administrators and teachers have been very cooperative and extremely helpful in developing the young teachers as well as seeking better opportunities for the elementary school children. Third, willingness of the University faculty in Health, Physical Education and Recreation to revise the professional curriculum to incorporate this program. The first revision was accomplished in less than four months so the program could be initiated—a real tribute to any faculty, especially since the work was done largely in a busy ten-week summer term. Fourth, the cooperation of the University faculty in elementary education. Fifth, all problems are the responsibility of the Coordinator, which prevents strained relations between University and school officials. Of course, the proper University faculty members are informed and/or consulted about problems involving University students. Sixth, each student is assigned to one school for three hours a day for an entire semester. This allows the student to know pupils and faculty members and gives time to grow and develop as a teacher. After having this lengthy experience prior to most professional courses, University teachers feel that the students react and think more like experienced teachers in the classroom.

Weaknesses

As with any functional educational program, there are some weaknesses. The fact that the school and University academic years do not coincide leaves about three weeks in May when there are no college instructors available in the schools. However, the calendar difference is an advantage in the fall, since the University opens about two weeks earlier than the Tuscaloosa schools. Consequently, the instructors have completed their workshop and are ready to teach by the time the schools are prepared to have them.

The final examination period just before Christmas and the two-week workshop period for the second semester instructors leave the schools without instructors for about four weeks. However, the schools still receive the equivalent of seven months instruction from 30-half-time instructors.

Changing physical education instructors at the middle of the year is not a good arrangement for the pupils but the classroom teacher helps reduce the effect of the change.

Perhaps the greatest weakness from the University's standpoint is that the college students get experience in only one school rather than in two different types of schools. However, the faculty feels that a prolonged experience in one school is better for all concerned than splitting time between two schools in one semester.

With the above weaknesses the program far exceeds any previous practical experiences provided through the Area of Health, Phsycial Education and Recreation. The great majority of students are extremely enthusiastic about the program during the time they are in it and many seniors say that it was their best learning experience while in college.

SPEAKER: Mary M. Wright, Tuscaloosa City Schools, Tuscaloosa, Alabama
TOPIC: Tuscaloosa City Schools Elementary Physical Education Program

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ELEMENTARY PHYSICAL EDUCATION PROGRAM
FALL, 1977
ORIENTATION AND WORKSHOP

Place: University of Alabama, Department of HPER
Time: 10:00-2:00 Monday, August 29 - Monday, September 17

Monday, August 29		
10:00-11:30, Rm. 1	Overview (Including Lesson Plans, Projects, Evaluation)	Mrs. Mary Wright Mrs. Dot Sellers
11:30-12:30	Lunch	
12:30-2:00, Rm. 1	The Tuscaloosa City School Elementary Program—Film The Ocela Program—Film The Parkview Program—Slides	Mrs. Wright Mrs. Sellers
Tuesday, August 30		
10:00-11:30, Gym	"P. E. Potpourri"	Mr. Ghary M. Akers, Specialist, Alabama State Dept. of Ed.
11:30-12:30	Lunch	
12:30-2:00	Continuation of "P. E. Potpurri"	Mr. Akers
Wednesday, August 31		
9:00-10:00, Rm. 1	Introduction to Lesson Plans	Mrs. Wright Mrs. Sellers
10:00-10:15	Break	
10:15-12:00, Gym	Formation for Activities	Mrs. Wright Mrs. Sellers

	Fitness Development Activities	
	Squad Calisthenics	Mrs. Wright
	Astronaut Drills	Mr. Pepe Lopez
	Circuit Training	Mrs. Sellers
	Grass Drills	Mr. Lowell Eudy
	Can You?	Mrs. Wright
	Jogging	Miss Donna Dunaway
	Additional Exercises	Miss Cathy Flinn
12:00-1:00	Lunch	
1:00-2:00, Rm. 1	Classroom Games	Staff
Thursday, September 1		
10:00-11:30, Barnwell Field	Flag Football	Mr. Eudy
11:30-12:30	Lunch	
12:30-2:00, Rm. 1	Continuation of Classroom Games	Staff
	Circuit Training (classroom)	Mr. Lopez
Friday, September 2		
10:00-11:30, Gym	Volleyball	Miss Dunaway
11:30-12:30	Lunch	
12:30-2:00, Rm. 1	Discipline in the Elementary School Physical Education Class	Mrs. Carolyn Sapp Mr. Mike St. John Miss Lou Scott Mrs. Shirley Graham Mr. Collier Hunt
Monday, September 5		
	"LABOR DAY"—Holiday	
Tuesday, September 6		
10:00-11:30, Barnwell Field	Soccer	Miss Flinn
11:30-12:30	Lunch	
12:30-2:00, Gym	Low Organized Games	Staff
Wednesday, September 7		
9:15-11:30, Northington Elem. School	Tire Activities	Staff
	Obstacle Course	Mr. Pepe Lopez
11:30-12:30	Lunch	
12:30-2:00, "L.R.C."	City Board of Education "Show and Tell" Projects	Mrs. Wright Mrs. Sellers
Thursday, September 8		
10:00-12:00, Gym	Developmental Tumbling	Miss Flinn Miss Dunaway
12:00-1:00	Lunch	
1:00-2:00, Gym	Low Organized Games	Staff
Friday, September 9		
10:00-12:00, Gym	Manipulative Activities—Hoops, Ropes, Parachute, Balls, Wands, etc.	Staff
12:00-1:00	Lunch	
1:00-2:00, Rm. 1	School Assignments	Mrs. Wright
	Lesson Plans—Assignment Discussion	Mrs. Sellers

Monday, September 12

10:00-12:00, Gym	Physical Fitness Tests	Mrs. Wright Mrs. Sellers Staff
12:00-1:00	Lunch	
1:00-2:00, Rm. 1	Meeting with Graduate Assistants Revise Lesson Plans in Class Submit Sample Lesson Plans	

Tuesday, September 13

10:00-11:30, Rm. 1	Meeting with Graduate Assistants Revise Lesson Plans in Class	
11:30-12:30	Lunch	
12:30-2:00, Rm. 1	Large Group Discussion of Lesson Plans	Staff

Wednesday, September 14

9:00-10:00	Submit Four Lesson Plans for Sept. 20-23 Plans will be returned to students	
10:00-11:30	New laws affecting Physical Education for exceptional Children	Dr. Theron "Bill" East, Jr.
11:30-12:30	Lunch	
1:00-2:00	Visit Assigned Schools Meet Principal	

Thursday, Friday, Monday, September 15, 16 & 19

10:00-2:00	Observe in Assigned School Meet Faculty Inventory Equipment Check library for available records	

Tuesday, September 20

10:00-2:00	Begin Teaching	

Tuscaloosa City Schools
University of Alabama

Elementary Physical Education Program

Fall, 1977

Curriculum Plan

Teacher________________________

School________________________

Aug. 29-Sept. 2	Sept. 6-9	Sept. 12-16	Sept. 19-23	Sept. 26-30	Oct. 3-7
Orientation and Lab University of Alabama Campus	Monday, Sept. 5, Labor Day	School Inventory	P: A. Space Awareness & Movement Exploration B. Formations for Activities C. Fitness Development Songs, Tire Activities D. Parts of Obstacle Course Individually Introducted E. Bean Bag Skills F. Rhythms Running Games and Free Play Daily		
			I: Class Orgarization Obstacle Course Active Low-Organized Games Volleyball Flag Football Tumbling		
			Every Friday, RHYTHM and Teacher Discretion Day including some student choice		

Oct. 10-14	Oct. 17-21	Oct. 24-28	Oct. 31-Nov. 3	Nov. 7-10	Nov. 14-18	Nov. 21-23	Nov. 28-Dec. 2	Dec. 5-9
P: Continue activities of First Three Weeks	P: A. Parachute Play, Ball Handling B. Rope Progressions C. Movement Exploration with Hoops & Scoops D. Obstacle Course, Tires E. Rhythms Games and Free Play Daily		P: A. Bean Bags, Balls & Scoops B. Ropes, Hoops C. Relays D. Rhythms E. Teacher Discretion Halloween Games Games & Free Play Daily	Patriotic Emphasis		Teach Station Teaching P: Check Sheet to parents	Dear Parents: Your child can _____. Thanksgiving Games	P: Teacher Discretion Inventory
I: Continue Activities of First Three Weeks	Fitness Testing in stations (including practice stations). Also stations of: Obstacle course Ropes Chinese jump rope Four square Frisbies, etc. Kick Ball				Soccer Basketball Tinickling and More Rhythmical Activities Holiday Activities			Inventory Teacher Discretion
			Nov. 4 - In-Service Work	Lesson Focus - Patriotism November 11, Veterans' Day Nov. 11 - Veterans' Day Holiday		Nov. 24-25 Thanksgiving Holidays		

Tuscaloosa City Schools
University of Alabama

Elementary Physical Education Program

Spring, 1978

Curriculum Plan

Teacher__________________________

School__________________________

Rainy Day:
- Circuit training
- Tumbling, pursuit relay technique
- Closing games or closing rhythms

Physical Fitness Testing Throughout Semester

Jan. 9-13	Jan.16-20	Jan. 23-27	Jan. 30-Feb. 3	Feb. 6-10	Feb. 13-17
← Orientation and Lab University of Alabama Campus	(Jan. 20 - T'loosa Sch. Inservice)	→ Class Organization - Line-off Field - Learn School Rules -	P: Fitness Development Activities and Challenge Course I CAN -- "Dear Parents, Your child can ___". Tire activities Relays and Running Games Rhythms any day		
			Set Phy. Fitness goals Circuit Training I: Fitness Development Activities and Challenge Course 2 to 3 weeks - Basketball unit or 2 to 3 weeks Soccer, Pillo Polo or Field Hockey Low organization games or relays as desired Dance and student selections every Friday.		VALENTINE EMPHASIS

Feb. 20 - 24	Feb.27-Mar. 3	Mar. 6-10		March 20 - 24	March 27-31	April 3 - 7	April 10 - 14	April 17-21	April 24 - 28
P: Repeat first three weeks Novety Manipulative Activities as Desired example, parachute, scoops	March 1-7 Phy. Ed. Week		KITE DAY A.E.A. Holidays 16-17	← Teacher Discretion → Easter Emphasis		Kick Pin → T Ball → Tumbling → Rhythms and Challenge Course →	April 12 - Honors Day, U. of A.	*Phy. Fitness Records Must Be Completed.	
Introduce High Jump and Pursuit Relay I: Reverse 2 to 3 week Soccer, Pillo Polo or Field Hockey or 2 to 3 week Basketball and repeat other offerings or first three weeks				Intramural Track Meet	Intra - City Track Meet	Softball → Tumbling → Bowling → Rhythms → Recreational Activities →			Awards Proram by Fri

ELEMENTARY SCHOOL PHYSICAL EDUCATION CURRICULUM

Based upon the NEEDS of the Elementary School Student
WHEN A STUDENT COMES TO A TEACHER FOR PHYSICAL EDUCATION THE STUDENT NEEDS TO RECEIVE:

I. SAFETY
II. IMMEDIATE MENTAL RELAXATION
III. GROUP STRUCTURE
IV. SELF-DISCIPLINE
V. SOCIAL DEVELOPMENT
VI. PERSONAL FREEDOM (UNSTRUCTURED SETTING)
VII. INITIATIVE-CREATIVE DEVELOPMENT
VIII. CARDIO-VASCULAR DEVELOPMENT
IX. ARM AND SHOULDER DEVELOPMENT
X. TRUNK-FLEXIBILITY DEVELOPMENT
XI. LEGS-AGILITY DEVELOPMENT
XII. EYE-HAND COORDINATION
XIII. EYE-FOOT COORDINATION
XIV. BALANCE
XV. MENTAL STIMULATION (INTEREST)
XVI. GAME AND SPORT SKILL
XVII. RHYTHMICAL DEVELOPMENT
XVIII. KNOWLEDGE, VALUES, UNDERSTANDING AND REINFORCEMENT
XIX. REST-CALM

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TUSCALOOSA CITY SCHOOLS
Tuscaloosa, Alabama

Dear Parents:

Listed below are some of the skills your child has been working on in physical education class. A check (✓) indicates success. You may keep this copy.

Sincerely,

Physical Education Instructor

SCHOOL:____________________ DATE:____________________

STUDENT:____________________ GRADE:____________________

LEVEL ONE

Skill	
Locomotor Movement	( ) 1. I can skip 70 feet.
Bouncing a Ball	( ) 2. I can bounce a ball continuously for 30 seconds.
Jumping a Rope	( ) 3. I can turn a rope myself and jump 5 times without missing.
Throwing and Catching	( ) 4. I can throw a big ball 6 feet in the air and catch it (3 out of 3). I say "up" when it goes up and "down" when it comes down.
Kicking a Ball	( ) 5. I can kick a big rubber ball 25 feet on the ground.

LEVEL TWO

Skill	
Locomotor Movement	( ) 1. I can gallop 70 feet with my right foot in front ( ) and 70 feet with my left foot in front.
Bouncing a Ball	( ) 2. I can bounce a ball continually for one minute.
Jumping a Rope	( ) 3. I can turn a rope myself and jump 10 times without missing. ( ) I can jump on one foot.
Throwing	( ) 4. I can throw a bean bag underhanded through a hoop from a distance of 10 feet.
Rolling a Tire	( ) 5. I can roll a tire for 70 feet without stopping and without letting the tire fall to the ground.

LEVEL THREE

Skill	
Locomotor Movement	( ) 1. I can do ten slide steps to the right and ten slide steps to the left.
Bouncing a Ball	( ) 2. I can bounce a ball continuously with the right hand ( ) for one minute and with the left hand for one minute.
Jumping a Rope	( ) 3. I can hold a jump rope myself and jump 10 times turning ( ) the rope forward and ten times turning the rope backward.

Throwing ( ) 4. I can throw a softball through a hoop from a distance of 15 feet using an overhand throw.

Kicking a Ball ( ) 5. I can kick a big rubber ball in the air for 25 feet.

> "The child is trained by play not merely to make a living but to fulfill all the essential relations of a human life."
> —Joseph Lee
> *Play in Education*

Revised, Sept., 1977

Tuscaloosa City Schools
Elementary Physical Education

SELF EVALUATION

Name of Student Teacher ______________________ School ______________

	1	2	3	4	5	6	7	8	9	10
I. The Lesson → Class										
THE STUDENT TEACHER: → Date										
1. Is dressed properly.										
2. Is prompt.										
3. Has a definite place to meet the students and the students know what is expected of them first each day.										
4. Has lesson plans.										
5. Has lesson plans on clipboard, in notebook, or resume on index cards.										
6. Has adequate equipment for his plan.										
7. Has equipment ready.										
8. Has boundary lines clearly marked.										
9. Has an introductory activity.										
10. Has introductory activity promptly.										
11. Has good reason for delayed introduction if it is delayed.										
12. Has fitness development that is meaningful.										
13. Has a lesson focus that is good because: (Evaluator checks one or more) a. There is variety.										
b. Students obviously are active and having fun.										
c. The method of determining game winners is simple and opportunity for disagreement (or cheating) is minimal.										
d. Students obviously are active and learning.										
e. Maximum participation of each student due to station teaching or other factors.										
14. Uses advised distribution of time for section of lesson plan. Intro: 1-5 min.; Fitness Development: 5-10 min.; Lesson Focus: 20 to 25 min.; Closing Activity (optional) 2-5 minutes.										

	1	2	3	4	5	6	7	8	9	10
15. Has no more than six students on any squad or relay team.										
16. Has definite method for collecting and checking equipment.										
17. Has an evaluation of the day's activity with the students.										
18. Has the students line up at least 100' from the building to return to the building.										
19. Makes brief notations on lesson plans if time permits.										
20. Tells evaluator how he (the student teacher) evaluates the lesson and asks for constructive criticism from the evaluator if time permits.										
II. The Teacher THE STUDENT TEACHER:										
1. Uses appropriate verbal communication.										
2. Shows initiative.										
3. Attempts to motivate and inspire students.										
4. Has enthusiasm.										
5. Shows interest in as many individual students as time and opportunity permits; praises students when praise is due.										
6. Is safety conscious.										
7. Handles discipline firmly and fairly.										
8. Shows evidence of using advice or suggestions previously received.										
9. Takes criticism constructively.										
10. Smiles.										

III. Dates of Absences

____

____

____

____

Comments:

EVALUATION SUMMARY

	Mid-Semester	Final
Very good		
Good		
Satisfactory		
Poor		
Unsatisfactory		

Revised Sept., 1977

TUSCALOOSA CITY SCHOOLS

Elementary School Physical Education

STUDENT TEACHER EVALUATION SHEET

Name______________________ School______________ Semester________

In a well-taught elementary school physical education class, the student teacher:

1. Is dressed properly.
2. Is prompt.
3. Has a definite place to meet the students and the students know what is expected of them first each day.
4. Has lesson plans.
5. Has lesson plans on clipboard, in notebook, or resume on index cards.
6. Has adequate equipment for his plan.
7. Has equipment ready.
8. Has boundary lines clearly marked.
9. Has an introductory activity.
10. Has introductory activity promptly.
11. Has good reason for delayed introduction if it is delayed.
12. Has fitness development that is meaningful.
13. Has a lesson focus that is good.
14. Uses advised distribution of time for section of lesson plan.
15. Has no more than six students on any squad or relay team.
16. Has definite method for collecting and checking equipment.
17. Has an evaluation of the day's activity with the students.
18. Has the students line up at least 100' from the building to return to the building.
19. Makes brief notations on lessons plans if time permits.
20. Tells evaluator how he (the student teacher) evaluates the lesson and asks for constructive criticism from the evaluator if time permits.
21. Uses appropriate verbal communication.
22. Shows initiative.
23. Attempts to motivate and inspire students.
24. Has enthusiasm.
25. Shows interest in as many individual students as time and opportunity permits; praises students when praise is due.
26. Is safety conscious.
27. Handles discipline firmly and fairly.
28. Shows evidence of using advice or suggestions previously received.
29. Takes criticism constructively.
30. Smiles.

OBSERVED BY: POSITION:

Date:______________ Class:__________

Comments

Date:______________ Class:__________

Comments

Date: ____________________ Class: __________
Comments

Date: ______________ Class: ________________
Comments

Date: ____________________ Class: __________
Comments

Date: ______________ Class: ________________
Comments

Mid-Semester		Summary Comments	End of Semester		Summary Comments
Very Good	___		Very Good	___	
Good	___		Good	___	
Satisfactory	___		Satisfactory	___	
Poor	___		Poor	___	
Unsatisfactory	___		Unsatisfactory	___	

Tuscaloosa City Schools
Tuscaloosa, Alabama

Student's Name ____________________

School ____________________

STUDENT EVALUATION RECORD

I. Student's Personal Qualities:	Excellent	Good	Average	Poor
General appearance				
Voice tone				
Appropriate vocabulary for children				
Initiative				
II. The Teaching Situation				
Preparation for class				
Ability to motivate				
Interest in individual student				
Ability to organize				
Understanding of students' needs				
Class atmosphere				

III. Other comments (answer yes or no.) Additional comments are welcome.

1. Did the student ask for suggestions concerning the improvement of his activities? __________
2. Was the student confident in the teaching situation? __________
3. Was the student prompt and reliable? __________
4. Did the student notify you in advance of any absences? __________
5. Absences __________ Dates __________

____

____

____

Comments:

____
Signature

____
Title

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Tuscaloosa City Schools
Elementary Physical Education Program
Spring 1978

Assignments		*Completion Date*
1. First Lesson Plans for week of Jan. 30-Feb. 3 (*Two* lesson Plans)		Due January 16
2. Classroom Circuit Training Equipment		Due January 16
3. Critique		Due January 24
4. Turn-in Reading Record		January 25
5. *Three* additional Lesson Plans		Due January 26
6. Rock collection (painted)		Due January 26
7. 20 Game Cards		Due January 26
8. Alphabet (2 sets) on 3x5 index cards		Due January 26
9. Projects Selection in Writing (Submit to Graduate Assistant)		By February 13
10. Approval of Project by Graduate Assistant, Principal and Coordinator		Due February 17
11. *Mid-Term Evaluation* of Student-Teacher by Graduate Assistant, Coordinator, and School Personnel	Week of	March 6 - 10
12. "Analysis of My Teaching Experience"		Due April 21
13. Inventory Completed and Locker Room in order		April 27
14. Completion of Project	Before	April 21
15. Final Evaluation	Week of	April 24 - 28

If you wish, you may see your evaluations or determine your final grades by telephone, Thursday May 4 or Friday May 5.

SPEAKER: Janet Wells, Florida State University, Tallahassee, Florida

TOPIC: Innovations in Graduate Education in Professional Preparation for Physical Education

PART I TRENDS

If we are to consider trends and innovations in graduate programs of professional preparation we must consider several things that affect or impinge on what happens to our programs. Among these are the job market and the changing concept of what Professional Preparation is.

We do respond to the demands of the job market and have followed some interesting patterns. Twenty years ago the hottest item on the faculty market was an exercise physiologist, so many turned to that area and filled the job slots. It may be that with that demand a generation old there might be another surge of demand soon but my crystal ball shows more gradual replacement than some wholesale retirement affair. Ten or fifteen years ago everyone was into Motor Learning and this, like Physiology, may peak and decline. There has been a decline in demand for old fashioned generalists at the University level but the Colleges and Junior Colleges still need them. There has been a great demand for women teacher-coaches, particularly in Colleges, with the demand for the coach specialist at Universities, which repeats the generalist pattern. In my opinion the most optimistic upturn in demand is for serious, qualified teacher educators who view professional preparation as a field of study. The "good ol' generalist of yesteryear is Gone With The Wind."

This leads me to believe that the area we call "Professional Preparation" will encompass a somewhat narrower field than previously. At the undergraduate level it has meant and still does mean teacher education or the preparation of the public school teacher/coach. It may expand at that level to include the non teaching areas of athletic training, journalism and the like.

At the graduate level it used to mean all Physical Education preparation for all jobs at all levels. Now it seems to have narrowed to involve the preparation of personnel to teach, coach, supervise, and administer programs of Physical Education. It does not now seem to include specialities like History, Philosophy, Motor Learning, and Exercise Physiology.

Hal Lawson (1976) would have two areas in a Graduate Professional Studies Program: Policy Studies and Program Planning along with Applied Motor Learning. His latter idea would be similar to that at the University of North Florida reported by Pease and Tabor (1975) which uses Gentile's skill acquisition model and which was reported at a seminar similar to this in Mobile.

My concept of Graduate Professional Preparation is that it is currently focusing mainly on teacher (and supervisor/administrator) education and it is from this position that I speak. There is concurrence with this position in the AAHPER Professional Preparation statements (1974) and so I presume to take this position with some authority. There may be disagreement with my rationale but there should be no confusion about my position.

If Professional Preparation is Teacher Education then we need to review the trends in that area. Competency based education, derived from the industrial model for systematic production, and the business model of management by objectives and pushed into orbit by Sputnik, entered the educational stage in the late 50's and early 60's. The somewhat more recent demand for both fiscal and program accountability, with parents crying for some educational results for their tax dollars, has created great pressures for schools to develop and use models that show the input-process-output for every aspect of education. Competency based education, with its variety of instructional designs, is here to stay but it has had, and still has, a rocky road. Some states have already put their expected outcomes on paper. Michigan and North Carolina come to mind, but there are many others. Although Florida was an original participant in the Multistate Consortium we did not move toward competency based education until recently because of teacher objection. The move toward CBE was seriously impeded by teacher back lash when they were told one June some years ago that they had to have all their courses prepared with performance objectives by fall. This in the face of the fact that none had, at that time, heard of CBE.

Competency Based Teacher Education goes one step beyond CBE in that it must outline the duties, skills and knowledges required by teachers beyond those in CBE. Presumably a high school teacher must know all a pupil knows as subject matter plus a great deal more in the way of how to teach and content beyond that of the pupil. This can lead us to ponder, as it has now for fifteen years since the early classic work of Henry (1964), of Abernathy and Waltz (1964), and Brown and Cassidy (1963) on the difference between a discipline and a profession, and on definition, purpose and content. We need to know what is content, what is method, and where does professional preparation fit in. This is especially urgent as many states not only are requiring specific competency levels for High School graduation but are moving to require competency exams for certification of teachers.

We note the emergence of a speciality in teacher education as something other than "methods." Although the Big Ten Body of Knowledge group did not include anything to do with teaching in its plans for study and publication we find a small but growing group of dedicated teacher educators who care about teaching as well as learning. Locke (1977) has said that the difference between a well educated person and a trained professional teacher is still pedagogy, the science of teaching.

One of the new focuses is on the study of teaching; what teachers do, what goes on in the class between teachers and students, what teachers should be able to do, what roles they play, and what results from the teaching act can be observed in students. These five general interrelated categories include most of the work being done by those who are studying teaching.

Observing and recording teaching behavior is not new. Anderson (1971) and Fishman and Anderson (1971) reported their system for recording and describing the teaching of Physical Education some time ago. Since then many others have experimented with their own method. Perhaps you have. Another simple way to determine what teachers do is to ask them as well as observe them. The results are sometimes surprising. A small study of mine turned up little mention of teaching but reported lots of marking of fields and extra duty.

Even earlier than this the work of recording teacher-pupil interaction was introduced. Flanders (1967) work on verbal interaction has been the basis for many studies of the dynamics of the classroom. An off shoot of this is the Love and Roderick (1971) adaptation of Flanders Interaction Analysis for non-verbal interaction. You may recall that Alice Love, Supervisor of Student Teachers in Physical Education at the University of Maryland before her untimely death, presented her system at a workshop in Asheville in 1972.

Research in teaching/learning is also a part of the Professional Preparation scene. Muska Mosston (1966) currently completing his Ph.D., has written the classic on teaching styles with which we are all familiar and many studies, formal and informal, have used his spectrum of styles as a base. More recently attention has been focused on matching the learning style of the pupil to the teaching style or method selected by the teacher. Anne Scarbrough's (1976) study using Hill's cognitive map attempted to determine congruence or lack of it between physical education teacher and learner/and grades. Mary Jo Murray (1978) has compared learning style derived both from cognitive measurement and right or left brain dominance with whole or sequential presentation of material while learning a physical education task.

One of the current popular areas of study has to do with gathering competency statements into catalogs. These are statements about what teachers should be able to do based on what they or others think they have to do or should do. The AAHPER (1974) got into this in the Professional Preparation Conference in New Orleans and published 277 separate competencies from which selections could be made by faculties to indicate mastery in the Professional Preparation Program. Another standard work is that done in Florida by Dodl (1973) and his group for the Florida Catalog of Teacher Competencies. This, designed primarily for elementary teachers with Physical Education mentioned only rarely, listed 1301 competencies from which one could choose as if from the Sears Catalog.

A correlary or concurrent study that generally must be done when working with catalogs of competencies is the arrangement of these into categories of the roles or duties that teachers must perform. Dodl (1973) prepared and used a framework for categorizing the competencies according to the role or task teachers had. AAHPER (1974) categorized its competencies into areas of study of content that presumably had some relationship to teacher role or task. My students and I (Wells, Church, Harrison, Neron 1973) modifying Dodl and using him as a springboard, have prepared our own list of teaching competencies that also include content. We thought it a significant effort and I am still working on it. We have also worked on other studies concerned with competencies of teachers, as I'm sure many of you have with your students. Wikoff (1976) concerned himself with competencies a particular faculty wanted for its students and Church (1974) reported not on the basis of what teachers reported they did but on the theoretical basis of what Physical Education is.

There seems to be more philosophical merit in operating from what should be than what is, if some change is to be fostered. Although Houston (1972) indicated that task or role analysis, requiring observation and reporting of what teachers do is one method of deriving competencies, he also suggested that it is sound procedure to determine what teachers should be doing, as Church (1974) did.

One of the classics of deriving competencies from a theoretical framework is found in the work of Jewett and Mullan (1972) where we are presented a conceptual model for teacher education. Most of the theoretical and conceptual work that has gone on in describing Physical Education and in outlining curriculum and teacher education in the 70's has its roots in Jewett's work. We all owe her a great debt.

Another area of study has to do with what Houston (1972) calls consequence objectives or outcomes. We need to know what results from the teaching act, what changes in behavior occur and did they occur as a result of teaching behavior or just from maturation or outside experience. This is the most important area in my mind because none of the other work is any good if nothing good happens to pupils. Dryl Siedentop's (1972) work in behavior modification is a superior example of one way to determine that teachers do matter.

Another interesting area dealing with consequence and immediate feedback is the use of video equipment for micro-teaching, for teacher evaluation and for evaluation of teaching/learning. Yerg's (1977) work in identifying the teacher behavior correlates of pupil achievement is a good example of this.

This concern for teacher effectiveness should be reflected in teacher evaluation both at the pre-service and inservice level and it can occasionally now be found demonstrated in the teacher evaluation form. Too often these still reflect the supervisor or principal's concern for teaching which is neat students, quiet classes and no disruption. Little mention is made of teaching at all. If you make no waves you are a good teacher. This may be why the teachers in the little study mentioned previously didn't remember to list teaching among the things they did.

The evaluation form found in every student teaching handbook reflects a faculty's idea of what good teaching is. Until there is evidence to prove what good teaching really is and that it does result in behavior changes in the desired direction then the "good ol' boys club" (or the good ol' girls club) can win. We may have gone far longer than we need to on the items on the list validated by a "panel of experts."

The work currently being done in Professional Preparation then is going down several roads, although heading for the same goal—the good teacher who can evidence change in pupils and lead them toward becoming physically educated.

PART II. PROFESSIONAL PREPARATION IN GRADUATE PROGRAMS

Reference has already been made to some of the things that are going on in graduate programs. Much of the work reported on was done with or by advanced graduate students in many places but perhaps the process of graduate education as removed from other levels needs to be clarified.

First of all the levels of all professional preparation need to be made clear and the outcomes considered. I used a four level model instead of the usual three because the first level is what the action is all about and to omit it would shift our aim somewhat.

FOUR LEVELS OF PROFESSIONAL PREPARATION AND PRODUCTS:

LEVEL	PRODUCT
1. School K-12	The physically educated person
2. Undergraduate	Novice teacher
3. Beginning graduate	Master teacher/supervisor
4. Advanced graduate	Teacher educator (the I.T.)

Once the general concept of the level and the product of each level is determined then we need to go back to square one to devise a description of each product. This requires agreement on what the Physically Educated Person is and therefore demands either acceptance of some previously prepared model or the development of the Professional Preparation Program's own model. This is also necessary for curriculum development and instruction at all levels and again Ann Jewett has done the pioneer work. Her Key Purpose Concepts and her Taxonomy are probably well known to you and her current *Curriculum Design* with Marie Mullan published by AAHPER in 1977 summarizes her monumental efforts. Anthony Annarino (1977) has also just published "Operational Taxonomies for Physical Education Objectives," setting out his framework of Physical Education. They state what I also believe—you must know what you're trying to do and set explicit outcomes before you can know if you have accomplished your task. Our task is to develop the Physically Educated Person.

So, at FSU, my students and I began to re-invent the wheel. Using Jewett as a primary take off point, but not completely comfortable with her categories, and a 1971 PEPI Project handout, we devised our own set of goals and purposes and began working on outcomes. Our level I, the Physically Educated Person, the FSU Model, has four components:

PHYSICAL SELF
MOVING SELF
SOCIAL SELF
INNER SELF

These are further broken down into components with descriptions of each component. We are particularly intrigued with the Inner Self idea in view of the raised consciousness toward personal satisfaction as result of Leonard's and Michner's work. Tait McKenzie's medal showed the joy of effort and Kenyon calls it aesthetic, our students call it a natural high and I call it the corner jack mechanism that results in satisfied happy participation. Many of you have no doubt attempted the same kind of task and this model—our rough beginning—represents more than a year's work for us. I would like to acknowledge the efforts of my student colleagues: Dianne Murphy and Joe and Mary Jo Antone, Alison Birkmeyer, Martha Fulton, Raymond Hall, Edgar Leon, Tom Russell, Sandra Schultz, and Steve Virgilio.

We have also played with a visual model of what we're trying to do. This too is not easy, especially if you really need to show multi-dimensional action so we gave up on geometry and developed the FSU Rainbow Model which shows the four components, Physical, Moving, Social and Inner, leading to the Physically Educated Person but based on the three domains. We acknowledge that its a little hokey but we also think it conveys our message.

This model has been given to the undergraduate majors and the faculty for their study. So far it has not been rejected although I'm not sure I've gotten 100 percent acceptance.

Referring again to the four levels of the Professional Preparation Model: if Level I, the school pupil, is the object of all programs and if this Physically Educated Person can be described, then the Level II in the Professional Preparation Program is the undergraduate preservice student who should graduate prepared to be a novice teacher who can develop a PEP. Obviously they must be a PEP at some higher level than the pupil in all domains and they must also, after mastering this content, learn the rudiments of teaching. So the Level II person has to know a great deal more, be able to move a great deal better, and deal with feeling at a higher level than the pupil and must also operate in all domains in the pedagogical field at the novice level.

This means that in planning you must concern yourself with content that may be identical for pupil and student (we use separate terms to differentiate levels) but must be different in quantity and quality. For example: a third grade pupil may operate at level 6 cognitively in evaluation but it's of a different quality and in different material than for the student.

The roles and competencies that are demanded for teachers in the field in their teaching must similarly be compared. Students operate in relation to teachers as pupils operate in relation to students.

We are only just beginning to break ground here and have a long way to go in making the outcomes explicit. Typically we, too, are frequently inclined to forget that we're talking about novice teachers and not experienced teachers as we plan.

LEVEL III, the role of master teacher/supervisor, is even hazier yet in detail but is clear in outline. This person can produce or help develop PEPs and can help other teachers do the same. This first level of graduate studies must be improved by application of the same kind of systems model we apply to all other instructional tasks. It is no longer wise, in my opinion, only to broaden teacher horizons to offer in-service programs on a hit or miss basis. I have no clear answer to the question of what a masters degree program should produce, but I have lots of opinions. One concerns the continuing education, in-service, at home degree program. It's handy for the consumer but generally not as rigorous as the on campus program. Because it's convenient, it's popular and so many masters degrees are awarded for lower quality work and the value of the degree and the information declines. Once explicit outcomes can be determined however this will no longer be a problem.

LEVEL IV, the advanced graduate program should produce the teacher educator, the teacher trainer, or the I.T. These persons should exhibit all the qualities of Level I, II, and III and then be able to produce all of them because of superior skill and knowledge in the art and science of teaching. The input to this level should require competencies in the previous levels, the process should include field experience in helping teachers and students bring about changes of consequence in pupils. The output should be a person who is a PEP, who knows how to teach, who knows how to supervise, and who knows how to teach teachers. Easy to say but difficult to accomplish. Again explicit outcomes will have to be established.

And again, the good ole boy club may have to be circumvented because for too long we have assumed, and I'm also guilty, that anybody knew what good teaching was and could go out and watch and help the folks if need be. In my opinion it is at LEVEL IV that the future of Physical Education will be decided. Its fate currently is in the hands of those in the field but the future is in the hands of the teacher educators.

So Where Do We Go From Here? Given sufficient time by parents, schoolboards, principals, taxpayers, deans and boards of regents to get our act together I think we can outrun the fate and develop the future. I think that the Professional Preparation area of graduate studies is a bright star and that Teacher Education is where all the sum of the parts becomes even a larger whole.

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FLORIDA STATE UNIVERSITY
Physical Education

Model of the New Physical Education

Physical Education, a party of the educational process, has as its goal the development of the whole person through the medium of physical activity and has as its purposes the development of the Physical Self, the Moving Self, the Social Self, and the Inner Self.

These purposes, the stepping stones to the Physically Educated Person, are outlined below:

I. PHYSICAL SELF: Individuals have the opportunity to experience benefits of physical factors of activity.
  A. Fitness: Individuals have the opportunity to attain and maintain the capacity to accomplish daily tasks and meet physical stress.
    1. Cardio Respiratory Endurance—The quality that enables a person to continue in vigorous physical activity for extended periods of time.
    2. Muscular Endurance—The quality that enables one to persist in using localized muscle group for extended periods of time.
    3. Muscular Strength—Contractile power of muscles.
    4. Flexibility—The functional capacity of a joint to move through a complete range of motion.
    5. Agility—The ability to change direction quickly and effectively while moving as nearly as possible at full speed.
  B. Safety: Individuals have the opportunity to experience the benefits of proper procedures for protection and preservation of the body.
    6. Safety Awareness—Identification and application of safety factors in selection and maintenance of proper equipment and facilities.
    7. Prevention of Injuries—Identification and utilization of proper conditioning and warm up procedures for participation in activity.
    8. Selection of Appropriate Activities—Choosing curriculum content geared to developmental and experimental level of participants.
  C. Growth and Development: Individuals have the opportunity to experience changes in growth patterns resulting from the demands of physical activity.
    9. Maturation Stages—Identification, understanding, utilization of the physiological and psychological patterns of development.

10. Effects of Exercise—Identification, understanding, and utilization of the knowledge of the dynamics of respiration, circulation, and muscular contraction.
11. Nutrition—Understanding and utilization of the benefits of proper nutrition and the relationship to physical performance and appearance.
  a. Diet: Identification, understanding, and knowledge of basic food groups required for proper growth, development and maintenance.
  b. Weight Control: Knowledge and understanding of the effects of interaction of caloric intake and energy expenditure.

II. MOVING SELF: Individuals experience opportunities to learn to move.
A. Perceptual Motor Activities: Individuals experience oppportunities to move and to respond to internal and external stimuli.
12. Movement Components
  a. Space: Understanding of one's relative position in space and the relationship of spatial objects to one another.
  b. Time: The ability to translate a simultaneous relationship in space to a serial relationship in time or vice versa.
  c. Force: The ability to impart movement to an object and the reception of an object's force.
13. Sensory Components
  a. Vision: The ability to respond to information received through the sight mechanism.
  b. Hearing: The ability to perceive and interpret sounds.
  c. Touch: The ability to perceive tactile or proprioceptive senses.

B. Basic Movement: Individuals experience opportunities to participate in fundamental activities.
14. Locomotor—Skills used to move the body through space or from one place to another:
  a. walking
  b. running
  c. jumping
  d. hopping
  e. leaping
  f. pulling
  g. sliding
  h. galloping
15. Nonlocomotor—Movements of body parts, or the body as a whole, that may be executed without moving through space:
  a. bending
  b. stretching
  c. twisting
  d. turning
  e. pushing
  f. pulling
  g. swinging
  h. swaying
16. Manipulative—Skills which include the learning tasks involving hand-eye and foot-eye coordination and the handling of objects.

C. Complex Movement: Individuals experience opportunities to develop high levels of proficiency.
17. Patterns—Execution of combined movement sequences.
18. Specific Skills—Education of movement patterns resulting in a particular skill response.

19. Analysis—Observation and description of the mechanics of the sequences involved in movement patterns.
20. Evaluation—Recognition of adherence to and in deviation from classic movement style.

III. SOCIAL SELF: Individuals experience opportunities to participate in group processes.

A. Interaction: Individuals experience opportunities to work and play with others

21. Sportsmanship—Identification and utilization of proper behavior and acceptance of results from participation in physical activity.
22. Cooperation—The ability to associate and participate with others for the common good.
23. Competition—The process of participating against one another.
24. Democratic Process—The process of participating in making decisions for the benefit of the group.

B. Communication/Expression: Individuals experience the opportunity to exchange ideas and feelings in a movement situation

25. Verbal—Behavior exhibited through conversation designed to facilitate two-way communication.
26. Nonverbal—Communication of feelings through movement with a minimum of language (can be visual or tactile communication skills).

C. Cultural Influence: Individuals experience the result of society's influence on movement activities.

27. Social Forces—Identification and understanding of societal implications that influence change in physical activity:
    a. play
    b. sports
    c. dance
    d. exercise
28. Ethnic Implication—Identification and interpretation of the influence of various ethnic groups on physical activities.
29. Socioeconomic Status—Identification and interpretation of socioeconomic position and its effect on physical activities.

IV. INNER SELF: Individuals experience personal satisfaction and develop personal values during physical activity.

A. Joy: Individuals experience opportunities for enjoyment of movement.

30. Recognition—The feeling that one has previously experienced or participated in movement sequences with satisfaction.
31. Peak Experience—The maximum or ultimate feeling one experiences as a result of participation in physical activities.
32. Flow Experience—The smooth, uninterrupted movement and pleasure one experiences while participating in physical activity.

B. Self Understanding: Individuals experience the opportunity to understand their own capabilities and worth.

33. Self Concept—The way one perceives himself as a result of participation in physical activity.
34. Self Esteem—The way one views himself in a positive relationship as a result of participation in physical activity.

C. Aesthetic Awareness: Individuals experience opportunities to appreciate beauty in human movement.

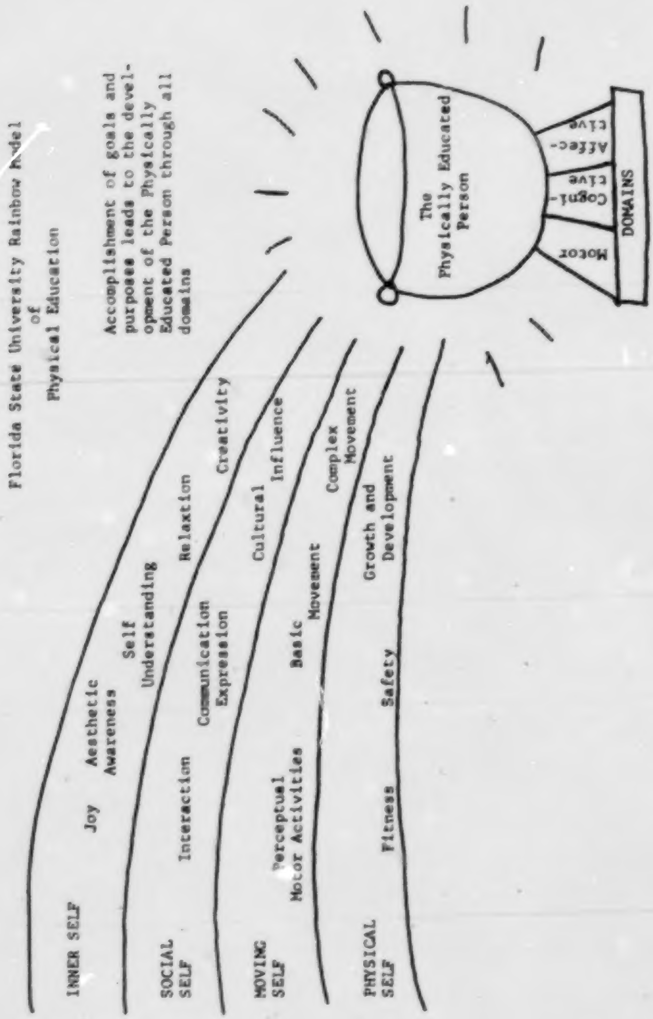
35. Personal Performance—The appreciation and awareness of one's own motor performance.
36. Others' Performance—The appreciation of beauty in movement sequences performed by others.

D. Relaxation: Individuals experience opportunities to reduce tension.

37. Unstructured—The participation in self-directed physical activities in which self establishes criteria for participation.
38. Structured—The participation in directed or guided or formally regulated physical activity.

E. Creativity: Individuals have the opportunity to express individuality and unique ideas.

39. Innovation—The opportunity to change or alter established movement patterns.
40. Experimentation—The opportunity to invent new movement experiences.



Florida State University Rainbow Model
of
Physical Education

INTERNATIONAL RELATIONS SECTION BUSINESS MEETING

PRESIDER: Gordon E. "Sam" Coker, Vice-President Elect, General Division, SDAAHPER, Northwestern State University, Natchitoches, Louisiana
RECORDER: Burch E. Oglesby, Western Kentucky University, Bowling Green, Kentucky
OFFICERS ELECTED: Chairperson-Elect—Burch E. Oglesby, Western Kentucky University, Bowling Green, Kentucky; Secretary—Nancy Kabrial
SPEAKER: Bill McCubbin, Virginia Polytechnic Institute, Blacksburg, Virginia

The NASPE contract with Mexico has been renewed. United States coaches, administrators and selected all-star teams will be going to Mexico in 1978. Past contracts have only included coaches and administrators. Efforts are underway to develop a similar type program with several other nations.

Coaches interested in participating should send their vitae to AAHPER indicating their desire to participate in the international programs.

INTERNATIONAL TRIM AND FITNESS CONFERENCE

PRESIDER: Gordon E. "Sam" Coker, Vice-President Elect, General Division, SDAAHPER, Northwestern State University, Natchitoches, Louisiana
RECORDER: Burch E. Oglesby, Western Kentucky University, Bowling Green, Kentucky
SPEAKER: Casey Conrad, President's Council on Physical Fitness and Sport, Washington, D.C.

There is an awakening awareness of the importance of exercise throughout the world as a result of studies in the area of preventive medicine. It is becoming an "in" area of concern in the United States Government. Physical educators need to push for an Office of Physical Education in the HEW and in the new Department of Education if it is established.

On the international level, the term "trim" refers to mass exercise and sports programs. Most nations have national fitness programs. These are supported by national lotteries.

The United States has the world's finest school and college sports programs. We are behind in sport and exercise programs for pre-schoolers, aged, community activities, family fun, fitness and the military services.

There is wide interest in Europe in jogging trails. We need this practice also in order to get the joggers off the streets and into the parks and forest areas.

The President's Council on Physical Fitness and Sport now has a resource room of sport and fitness material from throughout the world. It is open to all physical educators, but material will not be loaned and may not be removed from the room.

LEARNING TO CONTROL YOUR WEIGHT

PRESIDER: Debbie Deason, Student Representative, SDAAHPER, University of Arkansas, Fayetteville, Arkansas
RECORDER: Ginger Chevallier, McNeese State University, Lake Charles, Louisiana
SPEAKER: Rick Guyton, University of Arkansas, Fayetteville, Arkansas

Dr. Guyton presented a slide presentation on learning to control your weight and the proper way to maintain your desired weight. He presented facts concerning the death rate in overweight people and some common diseases found among overweight people. Dr. Guyton emphasized the point that the best way to have a healthy life is to maintain a healthy diet.

MINI-PEPI WORKSHOP

PRESIDER: G. Reed Carr, Rice University, Houston, Texas
RECORDER: Angie Nazaretian, Athens State College, Athens, Alabama
OFFICERS ELECTED: Chairperson-Elect—Lucy Murphy; Secretary—Sandra Louise Phillips, University of Florida, Gainesville, Florida
SPEAKER: Charles Wilson, University of Florida, Gainsville, Florida
TOPIC: How To Plan A Physical Education Information Program

PUBLIC INFORMATION: The planned effort by responsible management, through two way communication, to gain understanding and acceptance.

BASIC PRINCIPLES OF PUBLIC INFORMATION

To most people, "PR" is a synonym for publicity. But, what good is "publicity" or "promotion" if there is not a sound Physical Education program to promote? No amount of PR can cover up a poor program. As a matter of fact, over-stated publicity and false promises can cause great harm to a program as a whole.

Physical Education has a major responsibility to the media, general public, specific publics, and supporters to report not only on what is planned, but also on what is being accomplished. Communicating on a one to one basis is most ideal, however, other methods may help to make this face to face communication possible and more productive. Since Physical Education depends on the support of these various publics, it is essential that we create an awareness, interest, and strengthening of this support.

FIVE BASIC PR STEPS

The process of public relations revolves, continuously, around five basic steps. Much like an iceberg, three-fourths of the public relations process is below the surface and does not show. What does show is too often taken for the whole iceberg.

The PR process involves:

First– The key objective is to increase acceptance and understanding of the Physical Education program.

Second– Analyze Your Situation

- A. How can Physical Education help meet the needs of your students?
- B. What administrative decisions and program objectives affect your information planning?
- C. How are the students in your county presently involved in physical activity?
- D. How many students will be exposed to the physical education program?
- E. Who are the leaders and influencers in your community "power structure"?
- F. What resources, people, funds, materials are available to you from the National and State Associations, Universities, State and Regional PEPI Coordinators, and the County Office?

Third– Determine your general public information objectives by asking yourself these questions.

- A. Do people in this community know anything about the New Physical Education? If your answer is no, then your first objective should be to: *Create Awareness.*
- B. If awareness exists, then ask, "Is the image of Physical Education understood and accepted?" If not, then your next objective must be to: *Present the Image* of Physical Education as a program based on individualized instruction. It helps a child develop a positive self-image. It helps him appreciate that physically fit people are healthier and that fit people achieve more intellectually.

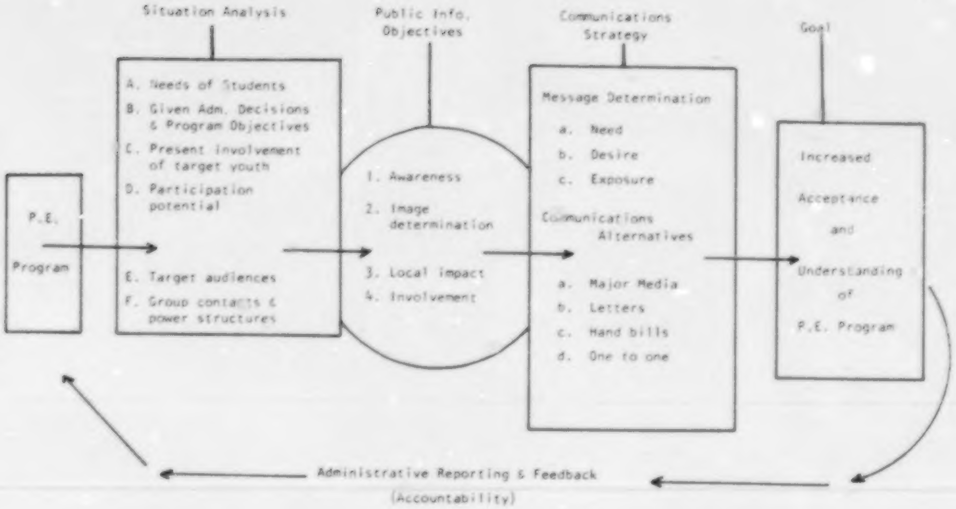
Fourth– Determine your communications strategy based upon your objectives.

The strategy is dependant upon your analysis and your objective. Start by considering the positive points of the program.

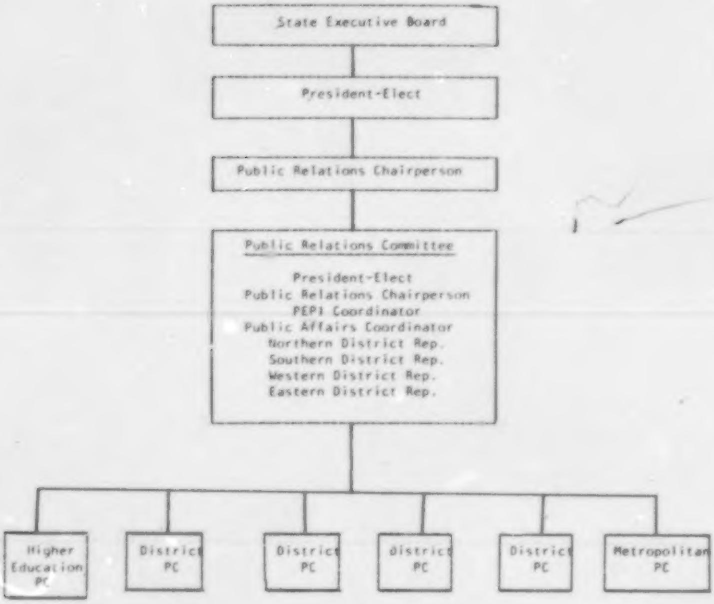
Divide your community into geographic communications areas and consider the various kinds of communications media available in each area.

Fifth– Evaluate and assess the effectiveness of your Public Information activities.

INFORMATION FLOW SYSTEM



MODEL FOR STATE PEPI STRUCTURE



PHYSICAL EDUCATION OPPORTUNITIES FOR EXCEPTIONAL LEARNERS (MAINSTREAMING)

PRESIDER: Jane Durant Robertson, The University of Alabama, University, Alabama
RECORDER: Carolyn Hughes, Memphis City Schools, Memphis, Tennessee
SPEAKER: Ed Long, Director of Project PEOPEL, Phoenix, Arkansas

The presentation consisted of a slide and film presentation and narration concerning the PEOPEL Project in the Phoenix Union High School System. PEOPEL is nationally validated through ESEA, Title IV. The following summary is quoted from a project dissemination flyer.

In the belief that schools have the responsibility of providing programs that meet the needs of all secondary students, the Physical Education Opportunity Program for Exceptional Learners (PEOPEL) has been approved, developed, and implemented through ESEA Titles III and IV. PEOPEL meets the needs of exceptional (handicapped) individuals as well as the requirements addressed in Title IX and Public Law 94-142.

PEOPEL is designed for students who will benefit more from an individualized physical education program than from general physical education. Through individualized learning, students will develop physical, mental, emotional and social abilities in a physical education setting. The emphasis of individualized instruction is possible by utilizing trained student aides who are under the supervision of a physical educator. This provides a one-to-one instruction ratio in a co-education class of twelve PEOPEL students and up to twelve student aides. The total class size in twenty-four students to one instructor. To participate in PEOPEL as a Student Aide, the student must successfully complete a semester long Student Aide Training Class which presents and discusses PEOPEL goals, the roles and responsibilities of aides, and the growth and development characteristics of exceptional peers who may be enrolled in PEOPEL. Peer Teaching provides the opportunity to participate in physical education while having fun and success in PEOPEL.

STUDENT RAP SESSION WITH VIPs

PRESIDER: Debbie Deason, Student Representative, SDAAHPER, University of Arkansas, Fayetteville, Arkansas
RECORDER: Ginger Chevallier, McNeese State University, Lake Charles Louisiana
SPEAKERS: Celeste Ulrich, Past President, AAHPER; Margaret Coffey, President-Elect, AAHPER; Miriam Collins, President, SDAAHPER; W. L. Carr, Past President, SDAAHPER; Clyde Partin, President-Elect, SDAAHPER

This session was held in order that the students could ask some questions concerning AAHPER to the higher officials of the Alliance. Some of the questions that were asked concerned such things as job possibilities in the field of physical education, teacher salary, opportunities of students in the AAHPER, different qualities for which a teacher is chosen and whether AAHPER is giving students any kind of financial aid.

TEACHER LIABILITY—HOW WELL ARE WE PROTECTED?

PRESIDER: Debbie Deason, Student Representative, SDAAHPER, University of Arkansas, Fayetteville, Arkansas
RECORDER: Ginger Chevallier, McNeese State University, Lake Charles, Louisiana
SPEAKER: Margaret Coffey, President-Elect, AAHPER, University of Massachusetts, Amherst, Massachusetts

Dr. Coffey explained the different areas in which a student's parents could sue a teacher after an accident. She presented the four methods in which a lawyer defends a teacher in a law suit. The four areas that were discussed were assumption of risk, act of God, the teacher advising the students what is right and wrong, and the chain of events was broken. Dr. Coffey explained some of the potential dangers that might invite some accidents to a student such as defective equipment, improper instruction, improper supervision, etc., in which the teacher is held responsible. Dr. Coffey closed the session by answering questions from the students.

THE CURE AND PREVENTION OF ATHLETIC INJURIES

PRESIDING: Debbie Deason, Student Representative, SDAAHPER, University of Arkansas, Fayetteville, Arkansas
RECORDING: Ginger Chevallier, McNeese State University, Lake Charles, Louisiana
SPEAKER: Michael Collins, University of Alabama in Birmingham, Birmingham, Alabama

Dr. Collins began the session by stating the fact that physical education teachers or coaches are thought of as school "doctors" on campus. He presented a slide show explaining and demonstrating the proper way to bandage injuries to the knee, ankle and foot. Dr. Collins went over the I.C.E. method of treating injuries. He also discussed the importance of proper exercise for training of other sports and the importance of static exercise and exercise that would concern each muscle of the body.

TUMBLING

PRESIDER: Jeff Cobb, Auburn University, Auburn, Alabama
RECORDER: Ginger Chevallier, McNeese State University, Lake Charles, Louisiana
SPEAKER: Chester Jones, University of Arkansas, Little Rock, Arkansas

Mr. Jones demonstrated the basic tumbling fundamentals and explained some of the problems faced by the instructor. He used volunteers from the audience and showed the correct spotting techniques. He answered any problems or questions concerning tumbling or gymnastics.

WOMEN'S ATHLETICS—WHAT'S HAPPENING IN THE JUNIOR COLLEGES

PRESIDING: Roberta Stokes, Miami-Dade Community College, South, Miami, Florida
OFFICERS ELECTED: Chairperson—Linda Nicholson, Meridian Junior College, Meridian, Mississippi; Chairperson-Elect—Lanna Pruitt, Tarrant County Junior College, Texas; Secretary—Elaine Gavigan, Broware Community College, Central, Texas
RECORDER: Maria Horner, Miami-Dade Community College, South, Miami, Florida
SPEAKER: Dorothy Brown, San Jacinto Community College, Pasadena, Texas

Dorothy Brown spoke about the future trends in women's athletics. The Office of Civil Rights of HEW is going to begin a ten-month study in reference to women's athletics. The guidelines are now being written and will be available in February, through the *Federal Register*. Dorothy Brown conducted a survey on what's happening in women's athletics by contacting all of the regional directors for input from their areas. A brief summary of the results of that survey follows:

1. Due to the increase in women's athletics, there is a definite upgrading of athletics in high school;
2. The number of women's sports has increased in the regions;
3. More scholarships are offered;
4. There are added facilities;
5. Budgets are increasing;
6. Membership in NJCAA is up 42 percent;
7. There is an increase in tennis and golf participation and teams;
8. In some regions, the number of sports remains the same but there is an increase in the budget for women with no cutback for men;
9. In multi-campus schools, programs are being alternated instead of duplicated; and
10. There is a trend to hire women for coaching duties, only.

The rest of the meeting involved audience participation in exchanging trends and sharing of experiences.

SPEAKER: Donna Schmitt, Dodge City Community College, Dodge City, Kansas

The purpose of the women's division of the National Junior College Athletics Association (NJCAA) is to promote and provide opportunities for junior college women athletes to compete in national competition among all eligible member colleges.

The structure of the NJCAA is as follows: The president is elected by the total membership of men and women regional directors at the annual meeting, during even-numbered years. The vice-president of each division is elected by members of that division during even-numbered years. The secretary-treasurer is elected in odd-numbered years. Regional directors are elected by their member colleges for two-year terms; even-numbered regions in even numbered years, odd-numbered regions in odd-numbered years. The regional-directors-at-large on the executive committee are selected on a rotating basis from the regions for a one-year term.

There are joint committees and separate standing committees for the various sports composed of the regional directors. These committees meet at the annual national assembly in March and establish dates and sites of national meets and tournaments, qualifying standards, awards, rules, regulations, etc. Rules of eligibility are subject to change by discussion and vote of the joint assembly.

In March of 1975, representatives from 18 regions organized a women's division. The division abides by the NJCAA eligibility rules. There has been a tremendous growth of membership and increase in national and invitational tournaments. A tournament is considered a championship when there is a sufficient number of regions and participants involved.

The NJCAA has several publications. The coverage in the *JUCO Review* of the women's activities is excellent. Women are encouraged to write articles of interest for the magazine.

Another publication is the *Handbook and Case Book*. Eligibility rules, committee reports, individual and team champions, records, etc., are published in this resource. Also, each year a book of minutes of national meetings is published.

BUSINESS MEETINGS

SPRING BOARD OF DIRECTORS MEETING

Camelot Inn May 27-28, 1977 Little Rock, Arkansas

1. President Collins opened the meeting at 1:00 P.M. and greeted and welcomed the Board to Little Rock. Binns, Bobbitt, Cady, M. Carr, W. Carr, Coker, Collins, Deason, Everett, Greer, Holyoak, Hyatt, Moore, Partin, Perry, Seymour, Solleder, Warren, Bowen, Parliamentarian and Harrison, Exhibits Chairman were present. Little Rock Co-Convention Managers Jones and McGee and Cicero, Newsletter Editor, were present for the meeting.
2. Hyatt moved the approval of the agenda with the stipulation that the agenda might be altered by the Board to expedite business. Motion carried.
3. Bowen presented parliamentary procedures. Motion forms were distributed for use and points on meeting management were discussed. Partin moved to adopt the items on meeting management. Moore moved to amend Item 3 from 20 minutes to 10 minutes. Motion failed. Main motion was then voted and carried.
4. Warren presented the minutes of the New Board of Directors Meeting from the Atlanta Convention and moved approval. Motion carried.
5. Cady presented a report on the progress of the Future Awareness Conference. She reported two planned meetings, June 11, 1977 and September, 1977, and distributed two documents giving information on plans for the Conference. Now working on selection of speakers for Conference (Howard working on this aspect). A brief description of the preliminary meeting format was discussed.
6. Warren presented the interim financial report covering the eleven months period of the fiscal year through April 30, 1977. The report was a balanced report and was received by the Board. Warren suggested that the Board consider raising the Bond of the Secretary-Treasurer from $20,000 to $40,000. Moved by Hyatt that the bond of the Secretary-Treasurer be raised to $40,000. Motion carried.

7. Collins discussed the requests for joint sponsorship of a Dance Conference at Lamar Tech in Beaumont, Texas, in January 1978. She mentioned that the Conference had been advertised before any contact had been made with the Southern District President requesting co-sponsorship of the Conference. Moore expressed strong feelings about officers of the Southern District hearing about such meetings and being expected to cooperate only after the decisions have been made. Extensive discussion indicated the Board's concern for such lack of consideration and disregard for professional procedures and cooperation. Bobbitt moved that the Southern District support the NDA Dance Workshop in January 1978 and that in the future, approval for such events be sought prior to the planning stages. Motion carried.
8. Collins discussed the request for an intramural workshop in Little Rock and the charge of an additional fee for it. The Southern District Board is on record against charging special fees for activities in its conventions.
9. Collins presented the Standing, President's and Continuing Committees for 1977-78 for approval by the Board. Everett moved approval. Motion carried.
10. Collins presented the Officer Directory for 1977-78 and noted corrections.
11. The program information to be sent to AAHPER is due to President Collins no later than September 2, 1978. Anything that is to be in the printed program must be included and in to the President by the above date.
12. Southern District received the Membership Award for the past year and the $150.00 Award has been received along with a certificate indicating same from AAHPER.
13. Tape recording order information was circulated.
14. "Perceive, Persist, Progress" is the Convention theme for 1978. Celeste Ulrich will make the opening address in the Little Rock Convention. Marjorie Blaufarb will attend the Convention and will be available for scheduling. Dr. Jokl has expressed his willingness to speak on research in the convention.
15. Concern was expressed for the need for a plan to receive the program evaluations of the convention well prior to the Summer Board Meeting and possibly before the Vice-Presidents leave the Convention in which the evaluations took place.
16. The Little Rock Convention Board meetings will begin at 2:00 P.M. on Tuesday, February 21st and run through 5:00 P.M. Wednesday, February 22nd.
17. Harrison presented the Exhibits report and explained plans for the Little Rock Convention. LeFever Decorating Company will provide decorator services for the exhibits at the rate of $25.25 per booth. Harrison will mail exhibitor packets to the Board members for their information and use.
18. Everett, Southern District Representative to National, circulated a copy of his report to the Board of Governors of AAHPER and discussed various aspects of the report.
19. Solleder reported her efforts and plans as Nominating Committee Chairman. She has gotten reasonably good response to the present.
20. Collins reported that Mike Pollock is leaving Southern District and will not be eligible to continue as Past-President of the General Division of Southern District. The Division Vice-President and officers will handle replacement of his responsibilities as needed through the Little Rock Convention.
21. M. Carr reported Health Division Convention plans prior to final scheduling. Greer reported for the Physical Education Division. Seymour reported for Recreation and Hyatt reported regarding plans for the Intramural Workshop. Color coding for directional signs and materials was suggested. Holyoak and Coker reported for the General Division and Deason reported plans for the Student Section.
22. Cicero, Newsletter Editor, presented bids for the printing of the Newsletter for September 1, 1977 and January 1, 1978. Holyoak moved that the Times Printing Company be approved as provided in the report. Motion carried.
23. Collins presented the report of the Honors Awards and Service Awards Committees. She indicated that work is progressing on schedule. November 15th is the deadline for making nominations for both Awards.
24. Carr discussed the New Orleans Convention contract which has been completed and signed.

25. Collins discussed the contract with Opryland. It has been completed and in the process of being signed. Distribution will follow signing.
26. Collins is in the process of having a job description written for the student representative working with Hodgens and Deason. She discussed briefly other items including Convention Committee, Tape Recording Committee, Finance Committee, (Funds to Convention states-student scholarship), Archives Committee (Printing of history of Southern District), State/District Conventions, Public Affairs Committee (Key person selected in each state—Harris to remain as Chairman) and Proceedings Committee (Atlanta proceedings is on schedule).
27. Greer moved that there be a third general session added for the Little Rock Convention with Speakers—1st choice, Andrew Young; 2nd choice, Dr. Leroy Walker. This would include a dance concert by the Dance Section (if financial arrangements are not too great). This session would be on Friday night (early). Seymour moved that the motion be tabled. Motion carried.
28. Collins distributed a preliminary copy of the Tape Recording Committee Operating Code.
29. Collins spoke briefly about the writing of the Southern District history by Ruth Fink. Some chapters have been sent by Fink for her to read.
30. W. Carr discussed some organization plans for the development of the New Orleans (1979) Convention. Partin discussed the Seattle meeting, where planning was done, the plan for one general session and one meeting during each special interest time period. Social events may also be planned such as luncheons, etc., but must be coordinated with national planning. The host state also has program privileges. It was reported by W. Carr that the Louisiana Association does not plan to meet during the 1979 Convention in New Orleans. Coordination is necessary to keep down duplication and overlapping of programs in some time slots. The State Officers' Conference will be held. Southern Division Vice-Presidents, President-Elect and National Representative, etc., need to be in the planning session of national for cooperation in program coordination.
31. W. Carr briefly discussed the student meetings in the Atlanta Convention. He held a meeting with students from all states so that the students could express concerns for future meetings. Carr's concern is that a group might be kept in some kind of order to be helpful in producing programs in later conventions. An open forum type meeting will be planned and put in the program for Little Rock and a non-programmed meeting will be held with a student or students representing each state.
32. W. Carr discussed the Heritage Room which was very popular in Atlanta and his impression is that it probably should be repeated each five years with possible variations in presentation. It was voiced that the Heritage Room should be a part of the 1979 Convention when National is in Southern District. It was suggested that a shipping case might be developed for an archival display such as was presented in the Heritage Room. Partin moved that beginning in 1979 the Heritage Room be a part of the Southern District Convention and every two years thereafter. Motion carried.
33. Hyatt reported on the success of the Intramural Workshop in Atlanta and that it will be continued.
34. Greer discussed the Elementary P.E. Workshop and other Atlanta meetings and commented that there was concern for scheduling sufficient space for all future meetings. Space for some meeting was insufficient due to the very fine attendance of meetings in Atlanta.
35. Coker discussed the Professional Preparation Council Report and circulated a document as part of the report.
36. Collins discussed the study of student scholarships by the Finance Committee and stated that a report will be made in the Little Rock Convention for consideration by the Board of Directors.
37. Collins discussed tape recording of Southern District Convention programs. Communication with NASPE will be sought in the service and Richard Hahn, a member of NASPE, will join the Southern District Tape Recording Committee.

38. Hyatt presented a discussion of the Community School idea which is of much concern in a number of states. He is particularly interested in the recreational aspect of this. Hyatt moved that an Ad Hoc committee be established by the President to study the impact of the School Community Recreation Programs within the Southern District and for this committee to prepare models or guidelines to aid municipalities, schools and other organizations in establishing these programs when these organizations feel so inclined. Motion carried.
39. Hyatt discussed the need for a Committee on Development in the Southern District. Hyatt moved that an Ad Hoc Committee be appointed by the President of SDAAHPER to discuss the feasibility of establishing a Committee on Development. This Committee would produce ideas on base-line information to be gathered in SDAAHPER and would establish guidelines or an operating code for SDAAHPER units to work cooperatively on projects, studies, or policy statements, and would establish procedures for requesting limited financial support for studies or projects. Following discussion Hyatt withdrew the motion with permission of the Board.
40. Bowen will mail to each Board member a copy of the Constitution prior to July 1, 1977.
41. Collins discussed the need to identify the Louisiana Student Representative-Elect to the Board for early beginning of orientation. It is hoped that the student will be identified early and will be in the Little Rock convention.
42. Collins discussed the Future Directions Conference and requested a decision by the Board as to signing a firm contract with the hotel or reserving, in the contract, the right to a final decision on the Conference in Little Rock Convention in February, 1978. Seymour moved that the Board adopt plan "A" which reserves the right in the contract to the final decision by the Board in February 1978. Motion failed. Everett moved that, following the meeting of the Program Committee of the Future Directions Committee on June 11, 1977, the Executive Committee of Southern District decide whether or not the planned Future Awardness Conference for Houston in September 1978 will be able to be successfully carried out. If the decision is positive, then a firm contract be signed with the hotel in Houston (Plan B). Motion carried.
43. Everett moved that the program on the chalk board, as developed by the Board, be approved and circulated as the program for the Little Rock Convention. Motion carried.
44. Solleder moved that the Health Division budget for 1977-78 be increased by $525.00 for support of special projects, newsletter and for special public relations/communications. Motion carried.
45. Greer moved that the budget be approved as changed. Motion carried.
46. Collins discussed the need for study related to the Archivist and Secretary-Treasurer positions for future information.
47. Everett moved that the same fees be used in the Little Rock Convention as were approved and used in the Atlanta Convention. Motion carried.
48. Everett moved adjournment at 10:30 P.M., May 28, 1977. Motion carried. The meeting was adjourned immediately.

Respectfully submitted,

Ned L. Warren, Secretary-Treasurer

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TIME	Feb 21 TUES.	Feb 22 WED.	Feb 23 THURSDAY	Feb 24 FRIDAY	Feb 25 SATURDAY	SUNDAY
8:00 9:00 10:15		8:30-5:00 S.D. Bd. Meeting	Intramural Registration ·S.D. Intramural Wkshop Res. Council (9-4:30) Dance C. Drop-in Center State Officers (8-12:00) Elem. PE Wkshop Elem. PE Drop-in Center (10-4:30) (9-5:00) (9-4:30) (9-5:00)	8:00 ·NAGWS ·Elem. P.E. (8-11:45) 9:00 ·HE ·Rec/HE 9:30 ·Res. Co. ·Student ·Coll. PE. ·Dance Drop-in Center Leisure Park	7:30 ·Gen. Div. Mtg. ·SD Delegate 8:00 ·Recr. ·PE Div. Bus. Mtg. 9:00 ·HE/Student ·Recr. ·Res. C. ·Jr. Col. ·Student ·Col. PE/Men's Athl. ·Int. Rel. ·Aquatics 10:30 — NAGWS ·Leisure Park ·Elem. PE Drop-in Center ·Dance C. Drop-in Center	9:00 ·HE ·Recr. ·Students ·Pub. Rel.
10:30 11:45				HE Rec. Jr. Coll. Student Res. C. NAGWS Dance Pro. Prep. Co. 8-11:45 11:45	HE Rec./Student Gen' Div Int. Rel. Student Sect. Prof. Prep Pub. Aff. Dance Co. (10-12:00)	·Gen. Session
12:00 1:45				Int. Rel. Lun. Rec. (1-2:30) Sec. PE (1-3:15) Elem. PE (1-3:30)	Rec. (1-2:30) Sec. PE 1-3:15 12:00	
2:00 3:15	Brd. Mtg.	State Officers	·R.A.	HE Rec. Res. C. Student Public Rel. ABD ABD [illegible] NAGWS	HE Rec Res. Co. Jr. Sect. Pub. Rel. Workshop NAGWS; ABD 2:00 2:15 Dance	·S.D. Board Mtg
3:30 3:35				HE Rec. Student Pro. Prep. Res. Co. 3:30-4:45 3:30 Dance SC Meeting	HE Res. Recr. 3:30 4:45 NAGWS 3:30-5	
4:00 4:30 5:00					Rec. NAGWS	
5:00 6:30				·Socials	New PE Div. Exec. Meeting 5-6:30	
7:00 8:00 10:00		State Officers State	Dance SC. Etc. ·Gen. Session (8-10:00)	(Free Night) ·Dance Program ? 7-8:30 ·Student Disco Dance (9:30-12:30)	·Awards Night	

BOARD OF DIRECTORS MEETING

Camelot Inn February 21-22, 1978 Little Rock, Arkansas

1. President Collins opened the meeting at 2:00 P.M. and greeted and welcomed the Board to Little Rock. Binns, Bobbitt, M. Carr, W. Carr, Coker, Collins, Deason, Everett, Greer, Hyatt, Moore, Partin, Perry and Warren were present. Holyoak, Solleder and Seymour were not present at the opening of the meeting. Holyoak and Solleder arrived soon. Bowen, Parliamentarian, Jones and McGee, Convention Co-Managers, Harrison, Exhibits Manager, Cicero, Newsletter Editor, Ginger Chevallier, McNeese State University, Lake Charles, La., Student Representative-Elect to the Board, were present. Dr. George Anderson, Executive Director, AAHPER, was present.
2. Bobbitt moved to approve the agenda with the usual flexibility where necessary to expedite the business of the Board. Motion passed.
3. Warren presented the minutes of the Summer Board Meeting and moved approval. Motion carried.
4. Bowen, Parliamentarian, distributed the new Board handbooks and commented on items of parliamentary procedures. It was requested that each Division be sure to reproduce the Operating Codes and provide to their sub-structures as appropriate. He requested that motions be written and that debate be limited to 20 minutes on discussion of motions.
5. President Collins presented the President's report. It outlined her activities in office during the year and pinpointed some recommendations which will require action by the Board. A recommendation regarding carrying over of sub-structure officers during National Convention year was delayed until later for action. The mailouts of the History will be handled by Partin. Other items were discussed and a written report was circulated to the Board. During the Presidents report Cicero circulated a written report on the Newsletters and evaluation which were discussed.
6. Harrison, Exhibits Chairman, reported that 57 exhibit spaces will be occupied in the Convention and circulated a report to the Board.
7. Elizabeth Jones, Convention Co-Manager, presented a brief report from the Convention Managers.
8. Partin presented the President-Elect's report including site selection, Past Presidents' Luncheon and the fact that Atlanta might be selected for the National Centennial Convention in 1985. He also spoke briefly about the Spring Board Meeting in New Orleans. Partin briefly mentioned items from the AAHPER Board Meeting in Washington: (1) AIAW-AAHPER relationship, retirement of George F. Anderson in near future and the new Reston property plans. He gave the cost of the History of Southern District, which is now on sale. Each Division will be allowed up to 4 meetings in the New Orleans National Convention and other meetings appropriate to the needs of Southern District will be held. A written report was circulated. Three written reports were circulated to the Board.
9. W. Carr, Past President, gave an oral report of his activities during the year. No action was necessary. Collins requested Carr to provide an update on the New Orleans Convention Hotel rates. The hotel contract prices were adjusted.
10. Everett, SD Representative to AAHPER, presented a written report and briefly discussed some items therein.
11. M. Carr presented the report for Health Division. No changes in program and no special problems were reported.
12. Bobbitt reported for the Physical Education Division. She reported that 33 different programs will be presented by the P.E. Division.
13. The Recreation Division report was presented by Hyatt. He mentioned the Intramural Workshop and complimented the efforts of the planners.
14. The General Division report was presented by Coker in the absence of Holyoak.
15. Deason circulated a written report of plans for the Student Section.
16. Bowen, Parliamentarian, presented the Constitution Committee's report. Much of his report was fulfilled by the circulation of the new handbook.

17. Collins presented a letter from Gordon Howard regarding the Future Awareness Conference. It was reported that a meeting of the committee will be held during the Convention and a report will be made on Sunday of future plans.
18. Collins reported, on behalf of the Chairman of the Honor Awards Committee, that there will be five Honor Awards presented.
19. The Service Award Committee report was briefly discussed by Collins in the absence of Robinson. One Service Award will be presented. Collins also related to the Board that an extensive study by Secretary-Treasurer Warren of the records of exhibitors has been completed. Copies of the complete record of exhibiting had been furnished to the President and the Exhibits Manager by Warren who retained one copy for the District files. Collins also reported that the E. R. Moore Company and the Tom Broderick Co. had been singled out for their long support of Southern District and would receive Presidential Awards during the Convention's first general session Thursday evening.
20. Everett moved that the bid of Brown Printing Company of Montgomery, Alabama be approved for printing the 1978 Proceedings of the Little Rock Convention. Motion carried.
21. Solleder presented the Nominating Committee's report. A written report was circulated and comments made.
22. A written report from Bob Blackburn, Chairman, Tape Recording Committee, was discussed by Collins, in the absence of Blackburn, and circulated copies of the report to the Board.
23. A written report from Public Affairs/Legislating Committee was circulated to the members of the Board.
24. Harrison requested that the Board invest $150 for coffee for exhibitors for three days to be served from 8:30 to 9:30 in mornings. Everett moved that the suggestion be approved. Motion carried.
25. Everett moved that the Division Vice-Presidents decide in their business meetings in Little Rock whether or not they should elect sub-structure officers in New Orleans or carry them over for a second year in order to best carry-out the "other-than-Convention" type programs of the division and report back at the New Board meeting on Sunday. Motion carried.
26. W. Carr moved that the Bond of the Secretary-Treasurer be increased to $50,000. Motion carried.
27. Warren presented the Financial Report of the 1976-77 fiscal year and moved approval. Motion carried.
28. Warren presented the first Interim Financial Report (1977-78) and moved that the report be received. Motion carried.
29. Warren presented the Finance Committee report regarding the study of possible scholarships for students. A report from the Committee will be presented on Sunday following the Finance Committee meeting.
30. Moore suggested that a reminder for District Vice-Presidents be included in the minutes to notify Convention Managers/or the Hospitality Committee so that name tags might be prepared ahead of arrival at conventions of special guests, speakers, etc.
31. Partin announced that May 5-6-7, Friday, Saturday, Sunday, will be the dates for the Summer Board meeting in New Orleans. He will provide further detailed information to the Board.
32. Hyatt discussed the Community School Recreation programs. He suggested that any committee where SD is involving itself should have heavy representation of public school people across the District, since they are most involved people in such projects.
33. Everett moved approval of the agenda for the R.A. Motion carried.
34. Everett discussed the State Officers' Conference and explained some aspects of the Conference. He requested Board participation. He believes this will be the largest conference to date.
35. Bobbitt discussed the Elementary Symposium. She mentioned that there will be twenty-four presenters in the symposium.

36. Collins discussed various informational items with no official action requested by the Board including committee reports from: Joint State/District Conventions, Audit, Necrology, Convention evaluation, and Convention Planning Committees. Collins reminded the Board that action will be necessary soon on the "Shares in the Future" investment of SDAAHPER.
37. Holyoak moved that the incoming Student Representative be reimbursed at the same rate as members of the Board of Directors, at pre and post meetings of the Board, when invited by said Board. Motion carried.
38. Three groups presented bids for the 1981 Convention: the Winston-Salem Hyatt House, the Sheraton Twin Towers, Orlando, Florida, and the Francis Marion Hotel, Charleston, South Carolina. Following each presentation, a question-answer period was held by the Board. After much deliberation, the Board voted to hold the 1981 S.D. Convention in Orlando, Florida, February 19-22, 1981 with the Sheraton Twin Towers as headquarters hotel.
39. The Board meeting was adjourned at 12:00 Noon. Motion to adjourn was by W. Carr. Motion carried.

Ned L. Warren
Secretary-Treasurer

NEW BOARD OF DIRECTORS MEETING

Camelot Inn | February 26, 1978 | Little Rock, Arkansas

1. President Partin opened the meeting at 12:20 P.M. with all Board members present: Collins, Partin, Everett, Warren, M. Carr, Binns, Greer, Bobbitt, Seymour, Perry, Holyoak, Coker, Colston, Kercheval, Carter, Crase, Poindexter and G. Chevallier, Student member of the Board. The Convention Co-Managers from Little Rock and Clower, Newsletter Editor were present.
2. Warren presented the Board of Directors minutes and moved for tentative approval. The refined minutes will be mailed to the Board in a few days. Motion carried.
3. Merki, Chairman Convention Evaluation Committee, presented a brief report on Convention evaluation. He discussed items from the report which indicated consideration of changing the scheduling of some events. Some temperature, noise, space, and scheduling problems were mentioned. He will provide copies of the report to Board members in a few days through the President.
4. Gordon Howard, Chairman Future Awareness Committee, presented a report of the meeting of the Committee and plans. A conference was planned for Houston in September 1978. Later, plans changed, mainly because of a conflict with the proposed conference by the World Futures Society, scheduled for Houston in the same time period. Plans are that the Committee propose a new date for the Southern District Conference in Houston. Howard requested a program time in the New Orleans Convention for the Committee in a time period assigned to and approved by the General Division. The program will be built around a speaker and discussion groups. The proposal by the Committee is to have a Future Awareness Conference in Houston in September 1979. A written report will be circulated to the Board at a later date.
5. Partin presented a report from Jayne Meyer, Little Rock Proceedings Chairman, that materials were being received at a satisfactory rate.
6. Harrison presented Exhibits Chairman's report showing booths occupied and reported no problems. There was some concern about loss of Saturday as an exhibits day since booths are broken down Saturday.
7. Clower presented comments and questions regarding the Newsletters. A third edition of the Newsletter was discussed by Perry. No major changes are anticipated since the Newsletter, as presently produced, is satisfactory and considered very good. Expansion of Newsletters will be considered at a later time after more study.

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8. Bowen briefly reported on activities of Constitution Committee. Division Vice-Presidents were asked to thoroughly review codes and ask sub-structures to do the same. It is important to know about program responsibilities and the need for revision of codes when indicated. Job descriptions are being considered and policy statements pertinent to District function will be included in the handbook.
9. Everett presented the report of the Public Affairs/Legislation Committee. He discussed a number of suggestions for District Consideration. He suggested funding especially for workshops and making reproduction of President Carter's tape. Moved by Seymour that report be received. Motion carried.
10. The Convention Co-Managers presented an attendance report. McGee presented his Secretary, Mrs. Barbara Carrithers and recognized her for her many contributions in the Convention. Partin complimented the Convention Co-Managers for their outstanding contributions. Holyoak moved that the records show our appreciation to Carrithers as above. Motion carried.
11. Warren presented items for information including the following:
    a) Instruction to forward bills through President for approval.
    b) Forms for General Division Financial reports.
    c) Forms for special projects request by Divisions.
    d) Guidelines for expenditure of District funds will be mailed to new Board members.
    e) Mailing of District files to Archives beyond three years back each year. Permission granted.
    f) Disposal of financial records beyond seven years back, each year. Permission granted.

    Seymour suggested that photographing of S.D records be studied for greater preservation and long term historic security.
12. Partin reviewed briefly the schedule of activities in New Orleans Convention. "Helping Build Tomorrow" will be the S.D. Convention theme in 1979. Southern District will have the usual pre-convention meetings: Will have a general session, Honor Awards presentations, Representative Assembly Thursday as usual, with election of officers. There will be minimum of three program spots available for each Division, Louisiana Night with possible boat trip down Mississippi Saturday the 17th. Plans will be made with AAHPER on program development. Some funds will be available from AAHPER for S.D. programs.
13. Warren presented a resolution from the Finance Committee regarding Southern District student scholarships. The resolution is as follows:

    > "The Finance Committee recommends that the District sponsored scholarship program take the form of two year professional memberships in AAHPER for graduating senior majors in HPER with one or two being given in each state as a base with additional memberships up to a total of thirteen given on the basis of state memberships (RA count for that Convention year). Selectees should be named by State Associations. Details should be worked out by a Southern District Committee. Attendance of Southern District Convention should not be mandatory to receive this award. Winners should be recognized in District Convention by name and recognized and/or be presented the award in the State Convention if feasable. Recognition should be accompanied by a Southern District certificate. Winners' names should be printed in Southern District Convention program."

    Following the presentation of the above resolution, Partin appointed Warren, the Division Vice-Presidents and the Student member of the Board to be ready to propose the plan for implementing the above resolution in the New Orleans Summer Board Meeting.
14. Binns reported for the Health Division. Programs were successful. Division Councils will be held over during New Orleans Convention unless new plans are later developed in accordance with the Constitution and Operating Code.
15. Bobbitt reported on Physical Education Division. Thirty-one programs were presented and all sub-structure officers will be held over. Request was made for 3-4 programs in the New Orleans Convention.
16. Perry presented the Recreation Division report. Officers elections will be no problem since plan of rotation will be continued as usual.
17. Coker reported 32 section programs in the General Division. Nine were by student sections. Professional Preparation and Research were very popular. Sale of research abstracts went well. Division officers agreed to request Board place on R.A. agenda

consideration for merger of the Public Relations Council and Public Affairs/Legislation Committee. This should go to the Representative Assembly members 30 days before it comes up for vote in the Representative Assembly.

18. Everett discussed program budget for Officers Conference when needed. Everett also requested to increase budget of SD Representative to AAHPER from $150 to $200, as well as approval of funds for programs for Conference.
19. Hyatt suggested through Partin that the Recreation Division consider sponsoring an Intramurals Workshop in New Orleans and that the Ad Hoc Committee on Community Schools be appointed.
20. Holyoak moved to accept Committees appointments of President Partin with option to adjust as necessary. Motion carried.
21. The meeting was adjourned at 2:30 P.M.

Ned L. Warren
Secretary-Treasurer

REPRESENTATIVE ASSEMBLY

Camelot Inn February 23, 1978 Little Rock, Arkansas

1. President Collins opened the meeting at 2:00 P.M. with 127 official delegates present. The guests and delegates were welcomed by the President to the 44th Annual SDAAHPER Convention Representative Assembly. The Parliamentarian certified that a quorum was present. Collins then proceeded with the business.
2. W. Carr moved to approve the agenda with the inclusion of the usual flexibility for deviations where needed to enhance the business of the Assembly. Motion carried.
3. Warren presented the minutes of the Atlanta Convention Representative Assembly and moved approval. Motion carried.
4. Solleder presented the nominating Committee's report as follows: All candidates were introduced from the front of the Assembly. Those elected are italicized.

President-Elect	Clifford Gray Lewis	*Hally Beth Poindexter*
Vice Pres.-Elect, HEA Div.	*Jo Alice Carter*	Betty Tevis
Vice Pres.-Elect, PE Div.	M. Joan Paul	*Darrell Crase*
Vice Pres.-Elect, REC Div.	*Barbara Kercheval*	Kenneth H. Renner
Vice Pres.-Elect, GEN Div.	*Kay Colston*	Barry Pelton

5. Warren presented the audited Financial Report of the 1976-77 fiscal year and moved approval. Motion carried. Warren then presented an Interim Financial Report and moved that it be received. Motion carried.
6. Collins introduced President-Elect Margaret Coffey of AAHPER who brought warm greetings from the AAHPER and complimented the Southern District for its constant support of the Alliance in so many ways. She also announced that "Building Tomorrow" will be the theme for the 1979 AAHPER Convention in New Orleans, to be jointly held with Southern District. President Collins introduced other Alliance Staff, including George Anderson, Marjorie Blaufarb and Virgil McMahan.
7. Kemp, Chairman, Necrology Committee, reported 19 members lost during the year, including two Past-Presidents. In accordance with SD custom, statements were presented on Past-Presidents Soule of Georgia and Messersmith of Texas. A moment of silence was observed in memory of our 19 deceased colleagues.
8. Everett, SD Representative to the Alliance, reported on the President-Elect's meeting and the Alliance Board Meeting. He noted the interest in SD sponsoring ongoing programs, consideration for employing District Executive Secretaries in the various Districts, AAHPER meeting in New Orleans, consideration for Exhibitors and the Alliance Center in Reston. Business of the Board of Governors included: decision to go on with Alliance Center at Reston, sell deeds for square feet of space to those willing to give to the Alliance,

consideration of what to do about SD investment as funds come due, request for ideas regarding fund raising, position papers, Alliance scholar and new appointments, AIAW-AAHPER relationships and some remarks about the Kansas City Convention.

9. Partin, Chairman Site Screening Committee, reported the selection of Sheraton Twin Towers Hotel, of Orlando, Florida, for the 1981 Southern District Convention to be held February 19-22, in 1981.
10. Partin was requested to explain the new *History of Southern District*, which was written by Ruth White Fink. He encouraged our membership to purchase the book. Costs are at the Convention $6.95 and by mail $7.95.
11. Plans for the joint Convention in New Orleans with the Alliance were discussed by Partin. He spoke of the extent of the involvement by the Southern District. The Hotel Monteleone will be the Southern District Headquarters hotel, March 16-20, 1979.
12. Carmen, Nashville Convention Co-Manager, spoke to the Assembly about plans for the Nashville Convention. Her remarks were favorably received. The Convention will be held at Opryland February 26-March 1, 1980.
13. McGee, Convention Co-Manager, made announcements and encouraged the purchase of Arkansas Night tickets.
14. Collins thanked the Delegates for their fine cooperation and again recognized the newly elected officers and extended appreciation for the AAHPER staff members in attendance.
15. There being no further business before the Assembly, Seymour moved that the Assembly be adjourned. Motion carried. The 44th Representative Assembly adjourned at 3:30 P.M.

Ned L. Warren
Secretary-Treasurer

FINANCIAL REPORT

June 1, 1976

Financial Report
June 1, 1976-May 31, 1977

RECEIPTS

1. Cash in bank $5,731.56 less 19 checks not cleared $1,963.46	$ 3,768.10
2. Third payment for AAHPER = 1976-76	2,586.56
3. Reimbursement on travel funds (Hodgens and Hyatt)	24.40
4. Membership Award from AAHPER	150.00
5. Checks and Bank drafts from Mobile students toward payment of expenses	106.00
6. Exhibitors Fees for Atlanta Convention	1,950.00
7. Exhibitors Fees for Atlanta Convention	1,050.00
8. Exhibitors Fees for Atlanta Convention	950.00
9. Exhibitors Fees for Atlanta Convention	950.00
10. First installment for AAHPER - 1976-77	1,939.91
11. Exhibitors Fees for Atlanta Convention	450.00
12. Exhibitors Fees for Atlanta Convention	350.00
13. Exhibitors Fees for Atlanta Convention	477.50
14. Second Installment for AAHPER - 1976-77	1,939.91
15. Exhibitors Fees for Atlanta Convention	127.50
16. Exhibitors Fees for Atlanta Convention	850.00
17. Exhibitors Fees for Atlanta Convention	1,700.00
18. Exhibitors Fees for Atlanta Convention	1,177.50
19. Exhibitors Fees for Atlanta Convention	1,155.00

20.	Convention — Sales and Fees	837.00
21.	Reimbursement on unused student travel for Convention entertainment	5.25
22.	Exhibitors Fees for Atlanta Convention	2,082.50
23.	Registration Fees for Atlanta Convention	35,000.00
24.	Exhibitors Fees for Atlanta Convention	700.00
25.	Georgia Assoc. for PHER — Convention Birthday Cake	375.00
26.	Lorraine Cameron (Convention Fee)	15.00
27.	Exhibitor Fee for Atlanta Convention	3,000.00
28.	Convention Account — Monies returned from Citizens & Sou. Natl. Bank in Atlanta	3,000.00
29.	Checks and Money Orders replacing bad checks given at Atlanta Convention	52.00
30.	Funds deposited to replace bad checks given at Atlanta Convention	139.00
31.	Funds deposited to replace bad checks given at Atlanta Convention	80.00
32.	Third installment for AAHPER — 1976/77	1,939.92
33.	Membership Award from AAHPER	150.00
34.	Closing of Convention Account — Monies returned from Citizens & Sou. Natl. Bank in Atlanta	761.00
	TOTAL RECEIPTS	$ 66,989.05

DISBURSEMENTS

CHECK NO.		
1503	Eastern Kentucky University — SDAAHPER telephone calls	7.91
1504	W. L. Carr — Board Meeting Expenses	45.32
1505	Ned L. Warren — U. S. Post Office Mailing (stamps)	9.48
1506	Suniland Press, Inc. — Exhibits Materials	213.72
1507	Peter W. Everett — President-Elect's Conference, Washington, DC	334.00
1508	Miriam Collins — President-Elect's Conference, Washington, DC	339.30
1509-11	Lois Massy, Maurice Clay, Lee Gentry — Audit Committee Expense	46.16
1512	U.S.A. Cafeteria — Student Section Expenses	186.00
1513	Ms. Kitty Prior — S.D. Flowers — Balance (Mobile Convention)	11.17
1514	Mrs. Charleen Tipton — District Secretarial Services	150.00
1515	Ned L. Warren — Post Office for Mailing letters (stamps)	10.00
1516	W. L. Carr — Printing Materials	11.39
1517	Earl Harrison — Mailing costs to Exhibitors	6.50
1518-25	Future Directions Committee Expenses	1,156.41
1526	Standard Office Supply Company — Stationery Printing	19.43
1527	Geiger Printing & Office Supply Co. — 9500 Newsletters (Fall 1976)	853.66
1528	The Univ. of Southern Mississippi Post Office — Mailing 7,897 Newsletters @ 26 each	157.94
1529	U.S.M. Department of Health — Mailing Newsletters to AAHPER & Districts	8.25
1530	Dr. Eugene Barnes — Student Labor for Newsletters	23.47
1531	Shirley Jones — Secretarial Assistance to President	35.20
1532	E.K.U. Telephone Calls for SDAAHPER	6.89
1533	First Federal Savings & Loan — Transfer to Savings	5,000.00
1534	E.K.U. Telephone Calls for SDAAHPER	22.57
1535	Miriam Collins — Board of Governors Meeting, AAHPER	333.80

1536-37	W. L. Carr — Miriam Collins — Convention Site Travel—New Orleans	168.80
1538	Gould Athletic Supply Co. — Refund on Exhibitor Fee for Atlanta Convention	100.00
1539	Mrs. Charleen Tipton — District Secretarial Services	150.00
1540	E.K.U. — SDAAHPER Telephone Calls	21.94
1541	Wheelan and Wheelan, Inc. — Refund on Exhibitor Fee for Atlanta Convention	100.00
1542	U.S. Post Office — SDAAHPER Mailing — Stamps	25.02
1543	E.K.U. — Telephone Calls for SDAAHPER	6.89
1544	Geiger Printing & Office Supply Co. — Printing Newsletters	834.75
1545	Univ. of Southern Mississippi Post Office — Mailing Newsletters	163.46
1546	Univ. of Southern Mississippi Dept. of Health — Mailing Newsletters	8.00
1547	S. Eugene Barnes — Editor's Expenses	10.00
1548	Ned L. Warren — Secretary-Treasurer's Expense	200.00
1549	Standard Office Supply — Carr, Letterheads & Envelopes, President's Expense	19.95
1550	Geiger Printing & Office Supply Co. — Invitations — Printing — President's Expense	44.63
1551	Univ. of Southern Mississippi Dept. of Health — Telephone calls for Newsletter	29.50
1552	AAHE (Newsletter) — Health Div. Request for Support of Newsletter	200.00
1553-72	Ned Warren, W.L. Carr, Bob Bowen, Marion Solleder, Bob Blackburn, Marion Carr, Mike Pollock, Mabel Robinson, Owen Holyoak, Jane Moore, Barbara Yarborough, Rachel Greer, Rodney Ryan, Clif Seymour, Ron Hyatt, Debbie Deason, Terry Hodgens, Miriam Collins, Peter Everett, Ruth Cady — Pre Convention Per Diem — Atlanta Convention	1,262.50
1573-1626	State Officers Conference Expense	1,060.00
1627	Student Entertainment — The Land of Green Ice	175.00
1628-30	State Officers Conference Expense	60.00
1631	VOID	
1632	Dr. Noah Langdale — Convention Speaker	500.00
1633	David Harris — Public Affairs Legislative Committee Expense	175.96
1634	MARTA — Student Expenses (Transportation)	100.00
1635	Land of Green Ice — Student Entertainment	122.50
1636	John E. Sahneider Manuf. Co. — Reimbursement on Exhibit	100.00
1637	Seamco Sporting Goods — Reimbursement for overpayment on Exhibit Fee	100.00
1638	Earl Harrison — Exhibits Manager Expense	360.00
1639	Peggy Burke — NADGWS Speaker — P.E. Division	225.00
1640	Mickey Church — Convention Speaker	110.00
1641	Robert Blackburn — Nominating Committee Expense	34.55
1642	The Georgians — Convention Dance	600.00
1643	The Northside Players — Convention Entertainment	500.00
1644	Leonard Herb — Convention Entertainment — Reception	137.92
1645	AAHPER = Memberships — Cash	4,500.00
1646	Ruth Patton's Florist & Gift Shop — Flowers for Convention	154.45
1647	The Lettercraft Shop — Applications - Programs - Bags	2,464.10
1648	National Office Products Co. Inc. — Badge holders	237.50
1649	Dr. John V. Basmajian — Speaker Pre-Convention Symposium — General Division	100.00

1650	Dr. Gary A. DeBacher — Pre-Convention Symposium Speaker — General Division	100.00
1651-3	Mary Baker, Eleanor Regenos, Michael Brown—Pre-Conv. Symposium Speakers	300.00
1654	E.K.U. — Telephone Calls	38.56
1655	Keith Plaques — Laminating Honor Awards	33.08
1656	Greensboro Printing Co. — Printing 1500 Bumper Stickers — Health Division	182.00
1657	Cliff Seymour — Vice-President Recreation — Expenses	20.00
1658	Julian Stein — Recreation Division Speaker	200.00
1659	Pat Morgan — Plants for Leisure Park — Recreation Division	100.00
1660	Dr. Bill Lovingood — Supplies for Recreation Resource Room	35.00
1661	Ronald Hyatt — Postage and Phone Calls — Recreation Division	44.80
1662	Barbara Yarborough — P. E. Division Past Vice-President Expense	20.00
1663	Rachel Greer — P.E. Division Vice-President Elect Expenses	50.00
1664	Jane Moore — P.E. Division Vice-President's Expenses	15.00
1665	Kay Colston — Phone calls and ballots — P.E. Division	20.00
1666	Dr. Leon Johnson — Convention Speaker — P.E. Division	210.62
1667	Edward A. Snapp, Sr. — Convention Program Speaker — P.E. Division	200.00
1668	Dr. Gene Styles — P.E. Division Executive Committee Expense	20.00
1669	Copyprint — Printing Research Council Proceedings — General Division	621.02
1670	Dr. Don Hardin — Mailing Charges for Research Proceedings — General Division	30.26
1671	E.C.A.W. (Martha F. Owens) Handouts for Convention Program — P.E. Division	40.00
1672	Linda W. Prather — Production of Convention Materials — P.E. Division	42.80
1673	Miriam Collins — President Elect's Expenses	100.00
1674	Clyde Partin — Convention Managers' Expenses	60.00
1675	Mary Alice Clower — Co-Convention Manager's Expenses	60.00
1676-80	Ronald Perry — et al — Half Day Per Diem — Board Expense	87.50
1681	Mrs. Charleen Tipton — District Secretarial Services	150.00
1682	VOID	
1683	Terry Hodgens — Student Rep. Seattle Convention	545.00
1684	Greyhound Exposition Service — Exhibits Booths Atlanta Convention	2,881.49
1685	Crump-Nashville — Secretary-Treasurer's Bond	50.00
1686	AA Printers — Printing Service Award Certificates — 150 copies	35.00
1687	Ruth White Fink — Archives Expenses	73.46
1688	Judy Greer — Luncheon and reception expenses	62.73
1689	E.K.U. — Telephone Calls	30.65
1690	W. L. Carr — Georgia Night tickets for S.D. guests — President's expense	24.00
1691	Geiger Printing & Office Supply Co. — General Session Programs — Invitations — F.D. Concept	543.90
1692	W. L. Carr — Presidential Awards	72.84
1693	Dept. of Health, Southern Mississippi Univ. — Long Distance calls & Postage — Pres. Expense	502.41
1694	AAHPER — 2200 Plastic Portfolios & Shipping	684.60
1695	Total Audio Visual Service, Inc. — Convention Supplies, placement, Future Dir., Regis., etc.	2,285.58

1696	A. B. Dick Duplicating — Mimeograph equipment	55.50
1697	Emory University Photographing Service — Services	103.50
1698	Hyatt Regency — Atlanta — Georgia Night & Convention Expenses	7,572.53
1699	Ruth White Fink — Heretage Room Expense	242.00
1700	E.K.U.—Telephone Calls	4.91
1701	W. L. Carr — Site Selection — New Orleans	34.49
1702	Norma M. Leavitt — Honor Awards Committee Expense	102.74
1703	W. L. Carr — AAHPER Convention Expense — Seattle, President's Expense	525.00
1704	Ron Hyatt — Recreation Officers' Expense, AAHPER — Recreation Division Expense	125.00
1705	Times Printing Co. — SDAAHPER Letterheads & Envelopes	71.50
1706	Golden Gallery — Service Award Frames and Mailing	38.10
1707	NTS, Inc., Atlanta — Elementary P.E. Tours — Transportation	104.00
1708	U. S. Post Office — Mailing Registration Lists to Exhibitors & Stamps	62.31
1709	E.K.U. — Telephone Calls	23.12
1710	Clyde Partin — Per Diem in Seattle Convention	35.00
1711	Miriam Collins — AAHPER Convention Expenses	683.80
1712	W. L. Carr — Past President's Expense — Travel	57.88
1713	Betsy Umstead — Heretage Room Committee	47.56
1714	Miriam Collins — Opryland Contract Travel	92.30
1715	Earl Harrison — Opryland Contract Travel	221.85
1716	Clyde Partin — Opryland Contract Travel	114.03
1717	Ned L. Warren — Opryland Contract Travel	76.95
1718	Eastern Kentucky University — Telephone calls for SDAAHPER	58.12
1719-36	Summer Board of Directors Meeting	3,027.00
1737-38	Warren and Partin — Summer Board Meeting and Houston Contract Signing Travel	628.50
1739	Peter Everett — S. D. Representative to National Expenses	150.00
	Check returned by bank	400.00
	Check returned by bank	400.00
	TOTAL DISBURSEMENTS	$ 49,780.00
	CASH IN BANK 5/31/77	21,013.57
	TOTAL	70,794.55
	Less 20 checks not cleared	3,805.50
	GRAND TOTAL	$ 66,989.05

LIQUID ASSETS OF SDAAHPER

Fidelity Federal Savings and Loan, Nashville, Tenn. 1/31/77	$ 18,317.59
First Federal Savings and Loan, Richmond, Ky. 1/31/77	8,011.41
Madison National Bank, Richmond, Ky. 5/31/77	17,208.07
AAHPER Building Fund — On Loan (3 yrs. non-Int.) (8/13/75 - 8/13/78)	5,000.00
	$48,537.07

NOTE:

Two accounts, exhibits from Atlanta Convention, outstanding at end of 1976-77 fiscal year.

1 Commercial exhibit	$ 400.00
1 Educational exhibit	27.50
TOTAL	$ 427.50

To be in 1977-78 report.

OTHER INFORMATION

COMMITTEE MEMBERSHIP

Standing Committees

Constitution Committee

Robert Bowen, Jr., Chairperson, University of Georgia, Athens, GA 30601 (1976-1979)
Owen J. Holyoak, University of Florida, Gainesville, FL 32611 (1976-1979)
Lynn McCraw, University of Texas, Austin, TX 78731 (1975-1978)
Ann Uhlir, Eastern Kentucky University, Richmond, KY 40475 (1976-1979)
William Walker, Mars Hill College, Mars Hill, NC 28754 (1976-1979)
Diane Ward, University of South Carolina, Columbia, SC 29208 (1975-1978)
Jerald Hawkins, Liberty Baptist College, Lynchburg, VA 24505 (1977-1980)
Ramey Martin, Madison College, Harrisonburg, VA 22801 (1977-1980)
Lillie Suder, Headland High School, East Point, GA 30344 (1977-1980)

Finance Committee

Ned L. Warren, Chairperson, Eastern Kentucky University, Richmond, KY 40475 (1976-1979)
Margaret Downing, Southern Arkansas University, Magnolia, AR 71753 (1976-1979)
Jesse Hawthorne, East Texas State University, Commerce, TX 75428 (1976-1979)
John Spurgen, University of South Carolina, Columbia, SC 29208 (1975-1978)
Johnnie Armstrong, Blue Mountain College, Blue Mountain, MS 38610 (1977-1980)
Edmond Dugas, University of South West Louisiana, Lafayette, LA 70504 (1977-1980)
Homer L. Coker, Central State University, Edmond, OK 73034 (1977-1980)
Margaret D. Chenier, Tuskegee Institute, AL 36088 (1977-1980)
Edward Hooks, East Carolina University, Greenville, NC 27834 (1975-1978)

Honor Award Committee

Ruth Reid, Chairperson, Furman University, Greenville, SC 29601 (1976-1979)
Oscar H. Gunkler, Berea College, Berea, KY 40403 (1976-1979)
Lynn W. McCraw, University of Texas, Austin, TX 78712 (1977-1980)
Rosemary McGee, University of North Carolina, Greensboro, NC 27412 (1976-1979)
Ethen Preston Trice, University of Arkansas, Little Rock, AR 72204 (1976-1979)
Elma Neal Roane, Memphis State University, Memphis, TN 38152 (1977-1980)
Rebecca Dennard, Fulton County Board of Education, Atlanta, GA 30315 (1977-1980)

Necrology Committee

Joanne Kemp, Chairperson, Coker College, Hartsville, SC 29550 (1977-1980)
Ward Tishler, University of Montevallo, Montevallo, AL 35115
Troy Hendricks, University of Arkansas, Fayetteville, AR 72701
Elizabeth Buie, Jacksonville University, Jacksonville, FL 32211
Obie O'Neal, Albany State College, Albany, GA 31707
O. J. Helvey, Cumberland College, Williamsburg, KY 40769
Joyce Hillard, Northwestern State University, Natchitoches, LA 71457
Hartwell McPhail, Mississippi College, Clinton, MS 39056
Dorothy Spangler, Box 6966, College Station, Durham, NC 27708
Dorothy Marotte, Central State University, Edmund, OK 73034
Kay Colston, Raleigh-Egypt High School, Memphis City Schools, Memphis, TN 38128
Lynn McCraw, University of Texas, Austin, TX 78731
Nelson Harvey, Arlington Public Schools, Arlington, VA 22207

Proceedings Committee

Jayne Meyer, Chairperson, State Department of Education, Montgomery, AL 36130 (1977-1980)
Quentin Christian, University of Mississippi, Oxford, MS 37677 (1976-1979)
Julie Caldwell, Wake County Schools, Raleigh, NC 27608 (1976-1979)

Darrell Crase, Memphis State University, Memphis, TN 38152 (1975-1978)
Betty Haley, Centenary College, Shreveport, LA 71104 (1976-1979)
Robert Hurley, Texas A & M University, College Station, TX 77840 (1975-1978)
Dorothy Ingram, East Texas State University, Commerce, TX 75428 (1975-1978)
Elizabeth Ann Jones, Little Rock Public Schools, Little Rock, AR 72201 (1976-1979)
Kitty Magee, Texas Woman's University, Denton, TX 76230 (1975-1978)
Robert A. Mesenbrink, Ben L. Smith High School, Greensboro, NC 27400 (1976-1979)
Nancy Lay, University of Tennessee, Knoxville, TN 37916 (1977-1980)
Carmela Jefferies, University of South Alabama, Mobile, AL 36688 (1977-1980)
Bessie H. McKinney, Grambling State University, Grambling, LA 71245 (1977-1980)

Service Awards Committee

Mabel Robinson, Chairperson, State Department of Education, 771 South Lawrence Street, Montgomery, AL 36104 (1977-1980)
Barbara Yarborough, Elon College, Elon, NC 27244 (1977-1978)
Robert R. Ryan, University of Arkansas, Fayetteville, AR 27201 (1977-1978)
Gordon Coker, Northwestern State University, Natchitoches, LA 71457 (1977-1979)
Marian K. Solleder, University of North Carolina, Greensboro, NC 27244 (1977-79)
Marion Carr, University of South Carolina, Columbia, SC 29208 (1977-1979)
Jane Moore, Auburn University, Auburn, AL 36830 (1977-1980)
Ron Hyatt, University of North Carolina, Chapel Hill, NC 27514 (1977-1980)
Rachel Greer, University of Arkansas, Pine Bluff, AR 71601 (1977-1980)

President's Committees

Audit Committee

Maurice Clay, Chairperson, University of Kentucky, Lexington, KY 40506
Richard Lee Gentry, Eastern Kentucky University, Richmond, KY 40475
Lois Massie, University of Louisville, Louisville, KY 40200

Convention Evaluation Committee

Don Merki, Chairperson, Texas Woman's University, Denton, TX 76204
George Oberle, Oklahoma State University, Stillwater, OK 74074
Bill Wright, Norfolk State College, Norfolk, VA 23504
Clifford Boyd, University of Florida, Gainesville, FL 32611
Judy Greer, Oxford College of Emory University, Oxford, GA 30267
Peggy Harrison, University of Alabama, Birmingham, AL 35294
Jo Alice Carter, University of New Orleans, New Orleans, LA 70100
Jim Chambliss, University of Mississippi, Oxford, MS 38655
Joanne Lunt, Winthrop College, Rock Hill, SC 29733
Kathryn Cambell, Harding College, Searcy, AR 72143
Mary Wright, Tuscaloosa City Board of Education, Tuscaloosa, AL 35401
Wayne Edwards, East Carolina University, Greenville, NC 37834
Hanna Gillion, University of Alabama, University, AL 35486

Convention Planning Committee

Miriam Collins, Chairperson, University of Montevallo, Montevallo, AL 35115
Jim Albright, State Department of Education, Little Rock, AR 72201
Catherine W. Binns, Atlanta Public Schools, Atlanta, GA 30315
Eleanor W. Bobbitt, Longwood College, Farmville, VA 23901
Robert T. Bowen, Jr., University of Georgia, Athens, GA 30601
Marion T. Carr, University of South Carolina, Columbia, SC 29208
W. L. Carr, University of Southern Mississippi, Hattiesburg, MS 39401
Linda P. Cicero, State Department of Education, Montgomery, AL 36130
Gordon E. Coker, Northwestern State University, Natchitoches, LA 71457
Debbie Deason, University of Arkansas, Fayetteville, AR 72701
Margaret Downing, Southern Arkansas University, Magnolia, AR 71753
Peter W. Everett, Florida State University, Tallahassee, FL 32306

Ruth White Fink, University of North Carolina, Chapel Hill, NC 27514
Rachel Greer, University of Arkansas, Pine Bluff, AR 71601
Earl M. Harrison, Miami-Dade Community College, South, Miami, FL 33156
Owen J. Holyoak, University of Florida, Gainesville, FL 32611
Ronald Hyatt, University of North Carolina, Chapel Hill, NC 27514
Elizabeth Ann Jones, Little Rock Public Schools, Little Rock, AR 72201
Fletcher Lowry, University of Central Arkansas, Conway, AR 72032
Newman E. McGee, Jr., University of Arkansas, Little Rock, AR 72209
George Moore, University of Arkansas, Fayetteville, AR 72701
Jane B. Moore, Auburn University, Auburn, AL 36830
Clyde Partin, Emory Univeristy, Atlanta, GA 30322
Ronald W. Perry, Florida International University, Miami, FL 33199
Clifford T. Seymour, Southern University, Baton Rouge, LA 70813
Marian K. Solleder, University of North Carolina, Greensboro, NC 27412
Ned L. Warren, Eastern Kentucky University, Richmond, KY 40475

Convention Site Screening Committee—1981

Clyde Partin, Chairperson, Emory University, Atlanta, GA 30322
W. L. Carr, University of Southern Mississippi, Hattiesburg, MS 29401
Peter W. Everett, Florida State University, Tallahassee, FL 32306
Earl Harrison, Miami-Dade Community College, South, Miami, FL 33156
Ned L. Warren, Eastern Kentucky University, Richmond, KY 40475

Joint State/District Convention Committee

Frances Mays, Chairperson, State Department of Education, Richmond, VA 23216
Rebecca Dennard, 786 Cleveland Avenue, SW, Atlanta, GA 30315
Ghary Akers, State Department of Education, Montgomery, AL 36130
Ann Hadarits, 5024 Hancock Place, Macon, GA 31204
Janelle Carmen, 5025 Hillsboro Road, 14G, Nashville, TN 37215
Margaret Downing, Southern Arkansas University, Magnolia, AR 71753
Ned Warren, Eastern Kentucky University, Richmond, KY 40475
Clyde Partin, Emory University, Atlanta, GA 30322
Lee Aisbrook, Middle Tennessee State University, Murfreesboro, TN 37132

Newsletter Committee

Linda Cicero, Chairperson, State Department of Education, Montgomery, AL 36130 (1977-1978)
Margaret Blalock, University of Montevallo, Montevallo, AL 35115 (1977-78)
Jeanette Crew, University of Montevallo, Montevallo, AL 35115 (1977-1978)
Bill East, State Department of Education, Montgomery, AL 36130 (1977-1978)
Milton Wilder, University of Alabama at Birmingham, Birmingham, AL 35294 (1977-1978)
Physical Education Club, University of Montevallo, Montevallo, AL 35115

Nominating Committee

Marian Solleder, Chairperson, University of North Carolina, Greensboro, NC 27412
Jane Moore, Auburn University, Auburn, AL 36830
Ron Hyatt, University of North Carolina, Chapel Hill, NC 27514
Owen Holyoak, University of Florida, Gainesville, FL 32611
Bill Wallace, University of Tennessee, Knoxville, TN 37920
Anne Finley, University of Arkansas, Pine Bluff, AR 71601
Carl Hill, Louisiana State University, Baton Rouge, LA 70803
Mabel Byrd, The School District of Escambia County, Pensacola, FL 32506

Tape Recording Committee

Robert Blackburn, Chairperson, Gardner-Webb College, Boiling Springs, NC 28107
Marie Riley, University of North Carolina, Greensboro, NC 27412
Robert Reeves, West Georgia College, Carrollton, GA 30117
Richard Hohn, University of South Carolina, Columbia, SC 29208

Marylou Morgan, Auburn University, Auburn, AL 36830
Charles D. Smith, University of South Florida, Tampa, FL 33620
Avery Harvill, Clayton Junior College, Morrow, GA 30260
Mary Weaver, West Georgia College, Carrollton, GA 30117

Continuing Committees

Archives Committee
Ruth White Fink, Chairperson, University of North Carolina, Chapel Hill, NC 27514
Robert R. Blackburn, Gardner-Webb College, Boiling Springs, NC 28017
Grace Fox, 1314 High Road, Tallahassee, FL 32304
Elizabeth Moore, Louisiana State University, Baton Rouge, LA 70803
Willis Baughman, University of Alabama, University, AL 35486
Betsy Umstead, University of North Carolina, Greensboro, NC 27412
Ned Warren, Eastern Kentucky University, Richmond, KY 40475

Future Directions Committee
Gordon E. Howard, Chairperson, Clemson University, Clemson, SC 29631
Robert R. Blackburn, Gardner-Webb College, Boiling Springs, NC 28017
Ruth Cady, Sam Houston State University, Huntsville, TX 77340
W. L. Carr, University of Southern Mississippi, Hattiesburg, MS 39401
John Cooper, Texas Women's University, Denton, TX 76204
Aileene Lockhart, Texas Women's University, Denton, TX 76204
Jayne A. Meyer, State Department of Education, Montgomery, Al 36130
Mabel C. Robinson, State Department of Education, 771 South Lawrence Street, Montgomery, AL 36104
Robert R. Ryan, University of Arkansas, Fayetteville, AR 72701
Alan White, Elon College, Elon, NC 27244
Barbara Yarborough, Elon College, Elon, NC 27244
Kathy Green, P.O. Box 14 (North Street), Trafford, AL 35172
Miriam Collins, ex-officio, University of Montevallo, Montevallo, AL 35115

Public Affairs/Legislative Committee
David Harris, Chairperson, Kennesaw Junior College, Marietta, GA 30061
Doris McHugh, P.O. Box 1256, Huntsville, AL 35807
Charlotte Mills, 2300 Rebsamen Park Road, B-307, Little Rock, AR 72202
Charles Smith, University of South Florida, Tampa, FL 33620
Dorothy Harkins, Eastern Kentucky University, Richmond, KY 40475
Dawn Wilson, University of Southwest Louisiana, LaFayette, LA 70501
John Clements, Wake County Schools, Raleigh, NC 27609
Virginia Peters, Central State University, Edmund, OK 73034
Richard Hohn, University of South Carolina, Columbia, SC 29208
Ralph Ballou, Middle Tennessee State University, Murfreesboro, TN 37130
Natalie Russell, Amarillo College, Amarillo, TX 79101
Margaret Driscoll, Virginia Polytechnic Institute, Blacksburg, VA 24061
Siegfried Fagerberg, University of Florida, Gainesville, FL 32601
Frances Mays, State Department of Education, Richmond, VA 23225
Jim Murrell, Delta State University, Cleveland, MS 38732

CONVENTION EXHIBITORS

AAHPER
1201 16th Street, N.W.
Washington, D.C. 20036
Rep.—Virgil E. McMahan

American Cancer Society
Arkansas Division, Inc.
P. O. Box 3822
Little Rock, Arkansas 72203
Rep.—Arvil Burks

American College of Sports Medicine
1440 Monroe Street
40022 Stadium
Madison, Wisconsin 53706

American Heart Association
Arkansas Affiliate
P. O. Box 1610
Little Rock, Arkansas 72203
Rep—Jane Sauders, Clara Smith, Polo Lemming, Paul Poe

AMF American
200 American Ave.
Jefferson, Iowa 50129
Rep—Mike Cladwell, Gary Hearts Field

A.M.F. Voit Inc.
3801 So Harbor Blvd.
Santa Ana, CA 92704
Rep—John Logan, Monte Robertson

Arkansas Lung Association
412 West Seventh Street
P. O. Box 3857
Little Rock, Arkansas 72203
Rep—Jean Scott

Arkansas Tech University
Russellville, Arkansas 72801
Rep—Dr. Keith Wills

Bridges Dance Wear
310 W. Jefferson
Dallas, TX 75208
Rep—Bill King

Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435
Rep—Travis Williams

Cheerleader Supply Company, Inc.
P. O. Box 30175
Dallas, Texas 75230
Rep—Paul Vandyke

Coca-Cola Co.
6901 Murray
Little Rock, AR 72209
Rep—Max Clark, Mike Gorman

Cosom
7317 Cahill Road
Minneapolis, MN 55435
Rep—Curt Berge

Dayton Racquet Company, Inc.
302 South Albright St.
Arcanum, Ohio 54304
Rep—Low Munday, Denny Haspel, Bob Haspel

Delta State University,
Cleveland, Miss 38732

Dudley Sports Co.
120 Mill Street
Dublin, PA 18917
Rep—Bob Vincent

Dynavit
988 Giaroli
Memphis, TN 38122
Rep—Dave Ruleman, Frank Trask

Educational Activities, Inc.
1937 Grand Ave.
Baldwin, NY 11510
Rep—Gene Swepston, Loyd Huntington

E. R. Moore Co.
7230 No. Caldwell Ave.
Niles, Illinois 60648
Rep—Gary Harper, Emory Amerson

Fisher Athletics
Route 8 Box 602
Salisbury, N.C. 28144
Rep—Fred Fisher, Doug Barclay

Florida State University
Tallahassee, Florida
Rep—Peter W. Everett

Gould Athletic Supply Co.
3156 N. 96 St.
Milwaukee, WI 53222
Rep—James W. Gould

Hunter Publishing Co.
P. O. Box 5867
Winston-Salem, NC 27103
Rep—Donald Briggs

Interhealth
2570 Beechmar Dr.
Cincinnati, Ohio 45230
Rep—Keith Binkley

Jayfro Corp.
P. O. Box 400
Waterford, Conn. 06385
Rep—Jim Potter

J. L. Hammett Co.
2393 Vauxhall RD
Union, NJ
Rep—W. Gillespie

Joslin's Inc.
5955 Eden Drive
Ft. Worth, TX
Rep—Jan Joslin, Glenn Killmans

Kimberly-Clark Corporation
The Life Cycle Center
2001 Marathon Avenue
Neenah, WI 54956
Rep—Miss Dorothy Ducat

Louisiana State University
Baton Rouge, Louisiana 70803
Rep—Jerry R. Thomas, Jack K. Nelson

Narco Bio-Systems Inc.
7651 Airport Blvd.
P. O. Box 12511
Rep—Charles Cunningham,
John Bryan, Pat Pyers

Nissen Co.
930 27th Ave. S.W.
Cedar Rapids, Iowa
Rep—Merill Aitchison, Jon Cada, Tom
Darling

Owl Biomedical, Inc.
455 Cayuga Rd.
Buffalo, NY 14225
Rep—L. W. Organ

Riddell, Inc.
1001 East Touhy Ave.
Suite 250
Des Plains, IL
Rep—Neal Cordell, Lee Moran

Safe-T-Gard, Inc.
P. O. Box 934
Madison, Wisconsin 53701
Rep—Dr. A. G. Jacobs

Seamco Sporting Goods Co. &
Harwood & Sons
1567 Forrest Avenue
LaGrange, Georgia 30240
Rep—Art Orloski, Ed Amsbaugh, Jim
Wisnen

Select Service & Supply Co., Inc.
2905 E. Amwiler Rd.
Atlanta, GA 30360
Rep—Hamilton Cutts, Jr.

Shield Mfg., Inc.
425 Fillmore Avenue
Tonawanda, NY 14150
Rep—Lea Larson, Nick Vertalino

Snitz Mfg. Co.
2096 S. Church St.
East Troy, Wis. 53120
Rep—John E. Schneider

Special Olympics, Inc.
1701 D. Street, N.W., Suite 203
Washington, D.C., 20006
Rep—Marci Talbet, Marie Pierce

Sports and Leisure International
711 W. 17th St. Bldg.
Costa Mesa, CA 92627
Rep—S. Shroyer

Strokemaster—John Verde Tennis Co.
8310 Southwestern Blvd.
Dallas, Texas 75206
Rep—Pete Verde, John Verde

Swan B. Moss, Jr.
Tennis Supplies
P. O. Box 269
Dermott, ARK 71638
Rep—Swan B. Moss, Jr.

Taffy's Inc.
701 Beta Dr.
Cleveland, Ohio 44143
Rep—George Lather,
Joan Lather

Tender Popt Golden Corn Co.
5103 West 33rd
Little Rock, Ark 72204
Rep—A. B. Bond, Jr., Bea Padgett, Clyde
Dennis

Texas A & M University
College Station, Texas 77843

The Broderick Company, Inc.
2400 Broadway
Parsons, Kansas 67357
Rep—Gil Haynes, Frank Hiatt, Frank Hiatt, Jr.

The Swim Shop
1400 1th Ave. So.
Nashville, TN 37203
Rep—Richard Regen

The University of Georgia
Athens, Georgia 30602
Rep—R. T. Bowen

United Canvas & Sling Inc.
155 State Street
Hackensack, NJ
Rep—Jeff Schwartz, Larry Schwartz

Universal Gym Equipment
17352 Von Karman Avenue
Irvine, California 92714
Rep—Don Thompson, Tom Moody

University of Alabama in Birmingham
238 Ullman Building—UAB
Birmingham, AL 35294
Rep—Peggy C. Harrison, Milton R. Wilder

University of Arkansas
Pine Bluff, Arkansas 71601
Rep—Dr. Rachel Greer

University of Central Arkansas
Conway, Arkansas 72032
Rep—Arvil Burks

U.S. Games
P. O. Box 874 Eg.
Melbourme, FL 32935
Rep—Bill Gleason

W. B. Saunders Company
West Washington Square
Philadelphia, Pa. 19105
Rep—Steve Baird